ENG 4060-001: Professional Writing Career Development

Tim Taylor
Eastern Illinois University

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ENG 4060: Professional Writing Career Development
10am Mondays
3210 Coleman

Tim N. Taylor
Office: 3785 Coleman Hall
Phone: 581-6309
Office Hours: 8-10 am MWF or by appointment
email: tnaylor@eiu.edu

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
- Your writing
- Portfolios for Technical and Professional Communicators, Smith and Haines-Korn
- Writing a Professional Life, Savage and Sullivan
- Articles distributed via email or handout

Course Description
This course is designed to help you prepare for your post-graduate professional experiences. In this course, you will research job openings and professional organizations, participate in discussions with colleagues and possibly guest speakers, analyze your own professional skills and abilities, and read course materials related to career development. For this class, you will create a resume, a cover letter template, a professional website or online portfolio, a major narrative, and a professional development plan.

Official Course Description & Learning Objectives
English major elective and Professional Writing emphasis capstone requirement focused on the variety of ways English Studies skills such as writing, reading, and critical thinking are valued in the professional job market. Individual attention provided to aid students in choosing and following a career path.

1) Demonstrate in-depth knowledge of career options in professional writing and English Studies
2) Demonstrate reflective understanding of professional skills, interests, and abilities
3) Demonstrate ability to present polished, professional print and web documents suitable for job searches and career development

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 an assignment or to clarify an issue can save you time in the long run and improve your chances of success in this course. In addition to being in my offices during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.
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). If you miss class for whatever reason, you are responsible for meeting deadlines, doing in-class writing activities, and distributing drafts for peer review.

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 will typically grant an extension of a day or two.

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 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.

Reaction & Reflection Memoranda

Over the course of the semester, you are required to write two reaction memos and two reflection memos (addressed to me).

Reaction memoranda are designed to have you react to and analyze concepts, precepts, ideas, and issues authors present in their work. Depending on what text you’re responding to, the memo may focus on an author’s main point in one section of the text, an assumption within his or her argument, or specific details or ideas in the text that you want to closely analyze and respond to.

Reflection memoranda are designed to give you an outlet for reflecting on your experiences as a presenter and interviewee.

These memos are graded pass/fail:

- If a reaction memo mainly provides a summary of an article or a point in a textbook or a reflection memo does not connect your thoughts to experiences and/or points made in discussion, it will fail: 0/10.
- If you provide a thoughtful, analytical, and interesting reaction to an author’s ideas or reflection connected to discussion or experiences, it will pass: 10/10.

Besides each memorandum demonstrating an interesting, valid, and accurate response and analysis of reading material or experience, each document needs to demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). These documents need to be at least one single-spaced page in a memo format. I prefer serif typefaces such as Garamond, Adobe Caslon Pro, Times New Roman, Baskerville, and Marion.
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. during the final two weeks of the four-week summer session. Consulting sessions last anywhere from 10 to 40 minutes.

Class Conduct
This 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 people’s 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. Texting 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 office hours. Similarly, if circumstances arise that will affect your performance in this class, let me know as soon as possible.

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 close friend.

When you send an email, follow the guidelines below. Emails should...
• Have a clear and concise subject line that provides gist of the email, such as “Question about Today’s Reading” or “Availability for a Meeting?”
• Begin with a formal address, such as “Dr. Taylor:” or “Professor Taylor:” or “Mr. Taylor”
• Use a respectful tone
• Provide questions or information in a 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 pages 3-4 of my course policy.”

Academic Integrity & a Social Contract of Honesty
Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct. Violations will be reported to the Office of Student Standards.

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.

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, the document will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

In general, 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, below is an explanation of plagiarism from my previous English 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.

**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 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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>100</td>
<td>(12%)</td>
</tr>
<tr>
<td>Discussion, in-class writing, small-group work, conferences, mock interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shorter Assignments</strong></td>
<td>60</td>
<td>(7%)</td>
</tr>
<tr>
<td>(minimum page requirement for memoranda is one page, single-spaced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memo of Introduction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection Memos (2 at 10 points each)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Reaction Memos (2 at 10 points each)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Feedback Memo</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Major Writing Assignments</strong></td>
<td>700</td>
<td>(81%)</td>
</tr>
<tr>
<td>(minimum page requirement, single-spaced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Inventory Memo (1)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Job Ad Analysis Memo (1)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Cover Letter &amp; Resume (2)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Professional Web Presence/Portfolio (8)</td>
<td>400</td>
<td>(46.5%)</td>
</tr>
<tr>
<td>Major Narrative (2)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Professional Development Plan (2)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>860</td>
<td></td>
</tr>
</tbody>
</table>
4060 Syllabus

All readings and deadlines are tentative

P = Portfolios for Technical and Professional Communicators
W = Writing a Professional Life

* = Deadline
# = handout

8/25 Intro to the course
Skills inventories

9/8 P (139-57)
Bring 10 job ads
*Skills Inventory Memo
*Memo of Introduction

9/15 Bring current resume
*Job Ad Analysis Memo

9/22 Ch. 1 & 2 of P

9/29 Ch. 3 & 5 of P
*Assignment 1 (48-9), Assignment 1 (103-04), & Assignment 3 (105)

10/6 >Peer Review of Resume

10/13 Assignment 3 (49) during class

10/20 Ch. 4 & 6 of P
*Reflection Memo about Presentation
Conferences about cover letter and resume during the week

10/27 #Katz, “Part I: Learning to Write in Organizations”
Bring results from StrengthsQuest
*Reaction Memo
*Cover Letter & Resume

11/3 “First Time Out” (34-8), “How I Became a Goddess” (39-43), & “A Job like a Tattoo (44-49) of W
*Reaction Memo

11/10 >Submit Major Narrative for feedback

11/17 Ch. 8 & 9 of P
*Major Narrative

Thanksgiving Break

Taylor
12/1  Mock interviews during the week

12/8  *portfolio
      *Reflection memo about mock interview

Final—Tu 12/16, 10:15 am: *Feedback Memo & *Professional Development Plan due