

ENGLISH 3010 ONLINE
WRITING IN THE PROFESSIONS
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COURSE DESCRIPTION:

This course is primarily for students who have been accepted into one of Dixie State College's baccalaureate programs: business or computer science. The focus of the course is to give you experience in developing the writing and communication skills you will use in your profession. English 3010 will help you to understand a variety of approaches to professional writing, to analyze approaches to writing found in various texts from professional settings, and to develop skills in writing for professional purposes. You also will have the opportunity to explore intercultural contexts in writing, business ethics in writing, and the Internet's impact on writing.

English 3010 will be a student-centered class that uses a workshop style, so the course will focus on three related activities: (1) discussing, analyzing, and planning the assigned writing projects; (2) analyzing, critiquing, and revising sample texts, your own texts, and other students' drafts-in-progress; and (3) reading and discussing professional articles that present topics relevant to writing in the professions. We will use a process approach for each writing project; this approach emphasizes all stages of writing: prewriting, writing, revising, and editing.

REQUIRED TEXTS:

1. *Successful Writing at Work*, Eighth Edition by Philip C. Kolin
2. *The Business Writer's Companion*, Third Edition by Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu

BASIS FOR EVALUATION (Letter grades: A-F):

- 50% Written assignments, revisions, peer writing project exchange and evaluation (submission of completed grading grids), and completed pre-writing activities
- 40% Quizzes, final exam, article analyses, exams, discussion participation/posting and other writing activities
- 10% Final presentation using either a PowerPoint slide show or other method

Sensitivity to all deadlines; visible, weekly commitment by submitting projects on time, timely responses to writing partners and instructor, and overall participation in the course are expected in order to successfully pass this course.

GRADING SCALE:

95-100=A	80-84=B-	68-69=D+
90-94=A-	78-79=C+	65-67=D
88-89=B+	75-77=C	60-64=D-
85-87=B	70-74=C-	59 and below=F

WRITING PROJECTS:

There will be five main writing assignments for varying purposes and audiences, with varied formats. (Some projects will involve various stages/steps that need to be submitted with the main writing project.)

- Occupation Analysis Project
- Interview Report
- Press Release Project
- Collaborative
- Long report and Related PowerPoint Slide or Other Media Presentation

PROJECT COMPLETION AND TIME MANAGEMENT

This online course has deadlines just as a regular, face-to-face class, so you must set aside regular, weekly times to work on this course. If an extenuating circumstance begins to appear, let me know in advance; don't wait until a project is due or after a week/several weeks. Consider this class as part of your professional life and keep in mind that you could not fail to report to work, or expect to be paid, without giving appropriate notice.

The effort and contribution you make in this class will be noticed and counted as part of your grade for the course. To pass this course, you need to participate on a weekly basis where you sign into it at least 2-3 times a week (as a minimum) to read e-mail, discussions, course information, etc.

DISCUSSIONS

Almost every week there will be an assigned, required discussion--much as you would have in a regular classroom. The discussions will be based on reading and analysis of assigned professional articles and from writing activities or discussion of particular writings in our textbook and other sites. In order to obtain full credit for each discussion, you must follow this process:

- Read the prompt provided at our discussion site
- Post a good, analytical response
- Comment on two of your classmates' postings
- Answer/respond to any questions posed by the instructor and/or your classmates
- Complete all of these steps within the assigned time frame

PEER PROJECT EXCHANGE AND PROJECT EVALUATION:

To obtain full credit for each major writing project, you must participate in a writing workshop by exchanging drafts online with an assigned writing partner and evaluating his/her draft within a given time frame. Participation in a peer project exchange will earn a minimum of 20 points. Participation in these project exchanges/evaluations is a requirement of this class, and it is absolutely important to help you become a better writer.

LATE PAPERS:

Writing projects that are submitted late without acceptable excuse or advance permission are penalized in the following manner: at least one full grade will be deducted if a project is submitted after the deadline date. If a project is late by more than a few days(2-3), more than one letter grade may be deducted or the project may not be accepted for evaluation. Discussions will be available only at the times indicated, and they cannot be made up at later dates.

WRITING PROJECTS:

All writing projects must be written in either Microsoft Word and attached to a WebCT e-mail. Please include your name on all projects. Also, write a description within the WebCT e-mail to indicate what project/activity is being sent. Please be aware of individual writing project formats. Some will require particular formats and single spacing. Review writing samples that are provided in both of the required textbooks. Also, include your name and course number/section in the top right corner of each writing project.

WRITING PROJECT INFORMATION CONTINUED:

Please submit the following items with each writing project:

1. final copy
2. any assigned pre-writing activities

PLAGIARISM:

Plagiarism will not be tolerated and will result in either an “F” on the paper or an “F” in the course. In your academic and professional career, you will often draw upon and incorporate work written by others. You will be expected to use outside sources in this course, but you are always required to give due credit to the person whose words, thoughts, ideas, or phrases you are using in your writing projects.

SYLLABUS SUPPLEMENT:

If you are a student with a medical, psychological, or learning disability and would like accommodations or think you might have a disability, contact the Disability Resource Center (652-7516) in the Student Services Center Room 201. The Disability Resource Center will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability.

TESTING CENTER HOURS:

Check out this website for the Testing Center's hours of operation:

<http://dsc.dixie.edu/testingcenter/officehours.htm>

OFFICE HOURS:

I will be available at the following times in my office (#233 in the McDonald Building):

Monday and Wednesday: 9-10:00

Tuesday and Thursday: 2:30-3:30

An online chat time to discuss projects/grades or an appointment in my office can be arranged.

Also, you may call me at my office phone at 435.652.7829 or e-mail me with your comments and questions about the course and/or assignments at my WebCT address or at my Dixie College account: albertin@dixie.edu

REGULAR SEMESTER DATES:

- April 17 - Registration begins for Fall
- Aug 22 - Classwork begins
- Aug 24 - Last day to add classes w/o instructor permit
- Sep 4 - Labor Day Holiday
- Sep 5 - \$50 late registration/payment fee. DSC RESERVES THE RIGHT TO DROP CLASSES FOR NON-PAYING BALANCE DUE AFTER THIS DATE.
- Sep 18 - Last day for refund of tuition & fees. NO REFUND AFTER 5:00 PM ON THIS DATE AND DROPPED CLASSES WILL BE ASSIGNED A "W" GRADE ON TRANSCRIPTS"
- Sep 20 - Last day to ADD classes
- Sep 27 - Last day to DROP classes
- Oct 2 - Block Courses Begin
- Oct 12,13 - Semester Break
- Nov 14 - Career Day
- Nov 17 - Last day for Complete Withdrawal
- Nov 22-24 - Thanksgiving Break
- Dec 8 - Last day of Classes
- Dec 11-15 - Final Exams

English 3010 Objectives

General Course Description:

English 3010--Writing in the Professions

This course is for students who have been accepted in a Dixie State College baccalaureate program. If enrollments permit, students who need business writing for transfer purposes and other interested students may also register for English 3010. Learning from business communication theory and practical application, students will be able to effectively recognize and model diverse professional writing styles by analyzing various business audiences, writing purposes and documents (including extensive formal research reports). Students will also learn about matters of business ethics, international business and the Internet's impact on business communication.

Prerequisite: ENG 2010 or 2011 and acceptance into baccalaureate program or departmental consent. 3 lecture hours per week.

Writing Objectives:

By the end of English 3010, students will have significantly improved their ability to do the following:

- clearly and critically write and analyze business documents
- write clear, active and direct sentences and paragraphs, with few errors

Writing/Thinking Objectives:

By the end of English 3010, students will have significantly improved their ability to do the following:

- organize and focus thoughts for business documents
- focus and develop their own thoughts for extended business documents
- be more aware of (and sensitive to) professional audiences
- be more aware of (and sensitive to) international, professional audiences
- recognize and address thoughts contrary to their own
- recognize ethical dilemmas in business communication
- apply ethical models to analyze and begin solving ethical dilemmas

Research Objectives:

By the end of English 3010, students will have significantly improved their ability to do the following tasks:

- utilize a wide variety of research sources
- synthesize research with their own ideas and writing
- document research in long, formal reports
- utilize computer and the Internet to improve their writing and knowledge of business groups

Student Writing Requirements:

Students will typically generate several smaller to medium length assignments and at least one longer research text, totaling approximately 6,000 words (or 23-25 pages of writing).

COURSE SYLLABUS

IMPORTANT NOTE: Writing projects and their due dates are listed below (projects are due on the specified date before midnight). More information about each assignment can be found at the assignment/lecture site on the homepage, the online calendar, and/or the syllabus below:

1. Course first impression--Friday, August 25
2. Memo of introduction & pre-writing activity--Monday, August 28
3. Occupation Analysis project & pre-writing activities--Monday, September 18
4. Interview report & pre-writing activities--Monday, September 25
5. Press release project & pre-writing activities--Monday, October 9
6. Collaborative project & pre-writing activity--Monday, October 23
7. Final report proposal & pre-writing activity--Monday, November 6
8. Progress memo-e-mail--Tuesday, November 21
9. Final report and PowerPoint/Media presentation & pre-writing activities--Wednesday, December 6.

Required Discussions: Ten required online discussion times are listed below; remember you must post to the discussion and respond to two classmates with good, analytical writing during the available discussion time to receive full credit for each discussion. Information about each discussion topic can be found at the assignment/lecture site of the course.

1. Discussion 1--August 28-September 5
2. Discussion 2--September 6-12
3. Discussion 3--September 13-19
4. Discussion 4--September 20-26
5. Discussion 5--September 27-October 3
6. Discussion 6--October 4-10
7. Discussion 7--October 11-17
8. Discussion 8--October 18-27
9. Discussion 9--November 1-19
10. Discussion 10--November 29-December 7

WEEK ONE (AUGUST 22-25) INTRODUCTION TO COURSE AND MEMO OF INTRODUCTION

Assignments: Read and print a copy of this course syllabus, course information, and getting started file, and check out all the features of our course site, especially the online calendar and weekly learning modules under the assignment/lecture icon at the homepage. The WebCT online calendar will be the official calendar we use, so check it often for scheduled writing projects, activities, due dates, and/or schedule changes. Read pages 3-35 in our *Successful Writing at Work* (SWW) book. Before you do anything else,

complete the **course impression assignment** which can be found at assignment/lectures under Week 1. With this assignment, you will indicate what your specific impressions are of this course and any concerns/questions you have after you have read the course syllabus and course information. Important****This information needs to be received no later than Friday, August 25 by midnight.** Projects are due on the specified date (they will be accepted until midnight on that date) , unless technical problems occur with WebCT or servers.

The other task for this week is to check out the **memo of introduction assignment**. This memo's function is to help me learn a little about you and your professional/academic goals; this will help me get acquainted with you since we will be working together this semester; it also will allow you to use a memo format. For information reviewing memo & e-mail writing, check information & samples in SWW on pages 120-141. A grading rubric has been provided that show the criteria that will be used to grade memos, so familiarize yourself with that grid. Complete [assignment #1](#) and **submit your memo of introduction on or before Monday, August 28.** Complete the [pre-writing activity](#) to help you generate information for this memo; also, check the [memo grading grid](#) that will be used for this memo. In addition to sending your memo of introduction to the course instructor, send it to your writing partner. To get connected with a writing partner, click on the Peer Review Sign Up Sheet at our course homepage, and sign in. Throughout the semester, there will be assignments that you will peer review with your writing partner, so signing up/keeping in touch with a writing partner is an important part of this course.

WEEK TWO (AUGUST 28-SEPTEMBER 1) AUDIENCE AND PURPOSE ANALYSIS: DISCUSSION OF SELECTED ARTICLE, INTRODUCTION TO OCCUPATION ANALYSIS PROJECT, AND PRE-WRITING ACTIVITIES.

Assignments: **Participate in Discussion #1** at our discussion site; this activity will be **open from August 28-September 5.** (Make sure you have read the discussion criteria included in this syllabus so you will understand what you must do to receive full credit for each discussion. To pass this course, you must participate in the discussions.) In SWW, check out pages 241-275, especially concentrate on the samples. Resume samples=250, 253, 255, 258, 260, 262, and 265; letter samples=271, 272, and 274. Complete the [resume pre-writing activity](#) and the [cover letter prewriting activity](#) for Part 1 of the [Occupation Analysis project](#). Exchange drafts of Part 1 with your assigned writing partner. Use the [grading rubric](#) to rate and evaluate your partner's drafts. Evaluations should be completed by Tuesday, September 5. **Send a copy of your evaluation** (just copy the grading rubric; highlight ratings for each criteria) to your writing partner and the course instructor to receive full credit for the peer exchange. Also, to prepare for project 2, our [interview report](#), you will need to select a contact person in the professional field you plan to pursue. You will then interview this person either in person, online, or over the phone to get a much better understanding of the significance of writing in this professional field. Start on this phase of project 2 now so that you can begin to design [interview questions](#) and gather appropriate information for this interview report. Note you will need to design interview questions that will elicit information required in this interview report.

WEEK THREE (SEPTEMBER 5-8; SEPTEMBER 4 IS THE LABOR DAY HOLIDAY) CONTINUATION OF OCCUPATION ANALYSIS PROJECT

Assignments: Complete the [prewriting activity](#) for Part 2 of the Occupation Analysis project (your cover memo to the instructor) and write a draft; exchange this draft with your writing partner, and submit an evaluation of this draft (using the provided [grading grid](#)) to the instructor and your writing partner on or before Monday, September 11. In SWW, check pages 629-638 for information on writing your memo of analysis for Part 2 of the Occupation Analysis. **The Occupation Analysis project is due on Monday, September 18.** Also, participate in Discussion #2 that will be open September 6-12.

WEEK FOUR (SEPTEMBER 11-15) PROFESSIONAL INTERVIEW PROJECT AND INTRODUCTION TO LONG REPORT PROJECT

Assignments: Write a draft of the [interview report](#), exchange it with your writing partner, and evaluate the draft using the [provided grid](#) and send a copy to your writing partner and instructor on or before Monday, September 18. **Interview projects are due on or before Monday, September 25.** In SWW, read pages 629-661 to gather more information about writing effective short reports. For information on the APA documentation system in SWW, check pages 368-378. Also, **participate in Discussion #3; it will be open September 13-19.** Check out the [Final Long Project](#) Description and decide on a tentative project so that you can begin to consider and locate what primary (interviews, surveys, lectures, etc.) and secondary research resources (valid professional articles, professional/corporate websites, books, etc.) you might use in this report.

WEEK FIVE (SEPTEMBER 18-22) INTRODUCTION TO PRESS RELEASE PROJECT

Assignments: Participate in Discussion #4. **It will be open from September 20-26. Remember the interview project is due Monday, September 25.** To begin the [press release project](#), begin to collect professional press releases from corporate, organizational, and governmental sites. Examples of possible choices include these sites: Harley Davidson, Ford, Dupont, Wells Fargo, Diabetic Association, International Wildlife Organization, Zion National Park or any other national park official site, the United States Marine Corp, etc. After you have collected a pool of five varied press releases, select two of your favorite press releases to compare. Use press releases from different categories to compare; for example, use Harley Davidson and the Department of Defense. Make sure you are comparing two different types of press releases: a financial company to an athletic shoe company. The variety in the press releases will provide more differences/information for you to write about. To begin this comparison, complete a [comparison chart](#) to help you analyze how your press releases are different or similar; **submit this analysis chart of two press releases on or before Friday, September 22.** Check out pages 409-439 in SWW, particularly concentrating on pages 431-439 for press release information.

WEEK SIX (SEPTEMBER 25-SEPTEMBER 29) CONTINUATION OF PRESS RELEASE PROJECT

Assignments: From the analysis chart, then write a draft of your press release

comparison (it will be in a short memo/report format) and also **write a draft of your original press release**, using the individual [press release pre-writing activity](#). **Exchange these drafts** with your writing partner **on or before Monday, October 2** and evaluate them using the individual [press release grid](#) and the two press release [comparison grid](#); forward a copy of these evaluations to the instructor and your writing partner. **The Press Release project is due on or before Monday, October 9. Participate in Discussion #5; it will be open from September 27-October 3.** In SWW, read pages 75-113 (Collaborative Writing and Meetings at Work).

WEEK SEVEN (OCTOBER 2-6) COLLABORATION IN PROFESSIONAL WRITING AND INTRODUCTION TO COLLABORATIVE WRITING PROJECT

Assignments: With your collaborative writing partners exchange contact information, select a project topic for the [collaborative report](#), decide how you will divide the work responsibilities, and set deadlines when specific work for the collaborative report needs to be completed. Do complete the [pre-writing activity](#) with your writing partners. Begin keeping a log where you record the date, the time, and the actual amount of time you spent working on this collaborative project; this log will be submitted with your evaluation of the actual collaboration involved to complete the project. Please distinguish if it's work you did alone or work you completed with the team. In SWW, read 447-495 (Designing Clear Visuals) and 555-586 (Writing Instructions and Procedures). **Participate in Discussion #6. It will be open from October 4-10.**

WEEK EIGHT (OCTOBER 9-11; FALL SEMESTER BREAK=OCTOBER 12 & 13) CONTINUATION OF COLLABORATIVE WRITING PROJECT AND DOCUMENT DESIGN

Assignments: Continue with assigned tasks for the collaborative project. **With your collaborative team, write the draft** for this project; this draft is due Monday, October 16. Remember to maintain a log that records the amount of time, the date, the time, and whether the work was individual work or team work. Also, **participate in Discussion #7. It will be open from October 11-17.**

WEEK NINE (OCTOBER 16-20) EVALUATION OF YOUR TEAM COLLABORATIVE PROJECT AND EVALUATION OF ANOTHER TEAM'S COLLABORATIVE PROJECT

Assignments: Use the [provided grid](#) to evaluate the quality of your team's collaborative. Discuss your evaluation with the team, and decide what revisions/changes are needed. **The collaborative project, your individual memo evaluating the effectiveness of the collaboration, and your log/evaluation of team member(s) are due on Monday, October 23.** In SWW, read pages 589-623 (Writing Winning Proposals). Also, **participate in Discussion #8. It will be open from October 18-27.**

WEEK TEN (OCTOBER 23-27) FINAL RESEARCH REPORT, PROPOSALS FOR THE LONG REPORT, AND THE FINAL RESEARCH REPORT SCHEDULE

Assignments: In SWW, use the student proposal on pages 617-619 as a model for your report proposal. Keep in mind that the purpose of the report proposal is for you to pinpoint what you want to investigate and write about in your [final report](#)--it is the planning stage for writing your report. Focus on valuable sources listed on pages 667-668. Also, in SWW, check out pages 665-699 (Writing Careful Long Reports). **A draft of the research proposal is due Tuesday, October 31.** Use the [grading grid](#) to evaluate your writing partner's proposal and send a copy of this evaluation to the instructor and your writing partner. **The final copy of the research proposal is due on Monday, November 6.** Also, complete the final report [pre-writing activity](#) to help you generate information for these early stages of your report.

WEEK ELEVEN (OCTOBER 30-NOVEMBER 3) CONTINUATION OF LONG REPORT: IN-DEPTH RESEARCH AND DOCUMENTATION CONSIDERATIONS

Assignments: Further examine the resources you presented in your research proposal. You will probably need to eliminate the ones that aren't so promising and find other ones. Once you have an effective selection of research resources that will support your main points, **write an annotated bibliography that uses either the APA or Chicago style.** For a review of these styles, check pages 368-381. Keep in mind that the purpose of an annotated bibliography is to summarize within 1-5 sentences what the purpose is of that particular resource. **The annotated bibliography is due on Monday, November 6 with the final copy of your research proposal.** Participate in Discussion #9; this discussion will be open from November 1-19.

WEEK TWELVE (NOVEMBER 6-10) DRAFTING THE FINAL REPORT

Assignments: In SWW, carefully check out the long report and all its parts on pages 680-695. Notice how the long report should contain all of these elements: a letter or memo of transmittal, a title page, table of contents, list of illustrations (if illustrations, charts, graphs are used), an abstract, the report itself organized with sub-headings, a reference page (for the APA system) or bibliography page (for the Chicago style); also some reports may require an appendix section at the end if you need to add a copy of a survey or any other additional information. **Write a draft of your report and forward a copy to your writing partner and instructor on or before Monday, November 13.** Use the provided [grading grid](#). Also, forward a copy of your evaluation to your writing partner and the instructor.

WEEK THIRTEEN (NOVEMBER 13-17) THE PROGRESS MEMO

Assignments: Write for the instructor a progress memo to describe what work you have completed towards the completion of the final report, what work you still need to complete, and your timeline. **This progress memo is due Tuesday, November 21.** Use the progress memo examples on pages 640-642 of SWW as your models.

WEEK FOURTEEN (NOVEMBER 20-21; THANKSGIVING BREAK=NOV. 22-24) CONTINUATION FINAL REPORT WORK; THANKSGIVING VACATION--ENJOY!

WEEK FIFTEEN (NOVEMBER 27-DECEMBER 1) PRESENTATION SLIDE SHOW OR MEDIA PRESENTATION

Assignments: Design and write a slide show using PowerPoint or another method that could be used to accompany an oral presentation of your report to your main reader(s): a CEO, manager, director, supervisor, owner, board, committee, etc. In SWW, check pages 704-715 for tips that will help you design/write effective supporting information. A draft of this presentation slide show should be forwarded to your writing partner on or before Monday, December 4. Use the [grading grid](#) to evaluate this presentation slide show, and forward a copy of your evaluation to your writing partner and the instructor. **Participate in our final Discussion #10. This discussion will be open from November 29-December 7.**

WEEK SIXTEEN (DECEMBER 4-8) FINAL WORK WEEK FOR THE RESEARCH REPORT AND YOUR SLIDE SHOW

Assignments: Use evaluative comments from the instructor and your peer writing partner to make any necessary changes to your final report or your slide show. **Both of these projects (the long report and your PowerPoint slide show/media show) are due on Wednesday, December 6.** No exceptions will be made for this deadline, so make sure you submit both of these projects on that date.

WEEK SEVENTEEN (DECEMBER 11-15) FINAL EXAM WEEK; COURSE FINAL EXAM & COURSE EVALUATION

Assignment: A final exam will be posted and made available during specific days/times of final week. It also will be advertised beforehand, so check for the available times. Also, use the special file provided to evaluate this course. Evaluations will be anonymous files compiled through WebCT for the course professor.