

ENG 301: Writing for the Professions

Spring 2020 (Session B)

Contact Information

Instructor: Dr. Mark A. Hannah

Email: mark.hannah@asu.edu

Skype Handle: hannah.mark.a

Zoom Office Hours: Wednesdays, 8:30 PM – 10:30 PM (AZ time), or by appointment

Course Description

English 301 is designed to introduce students to writing within professional discourse communities. Specifically, the course focuses on the practice and study of selected types of discourse employed in professional workplace situations and helps prepare students for the different kinds of writing they will encounter in their professional lives. Towards that end, students will examine rhetorical issues related to documents found and used in professional contexts; particularly how differing rhetorical situations alter purpose, audience, writer, and text. Students will discover those documents, examine them, report on them, and model their own writing on them. Throughout this discovery process, students will engage in the writing process, including invention activities, drafting and revising, peer evaluation, group discussions, editing, and project collaboration. Please note that English 301 is not an academic writing course—it is designed to improve your workplace writing competence as well as foster your development as an emerging professional.

Course Goals

By the end of this course, all students should be able to do the following:

- Transition from academic to professional/workplace writing
- Understand how a writer adapts to professional/workplace contexts
- Analyze and evaluate audience/purpose/situation as they apply to professional writing contexts
- Develop methods of inquiry allowing you to continue to research, question, read, write, and reflect on professional discursive practices within your chosen profession
- Utilize various strategies in the writing process (research, invention, writing, revision, and editing)
- Develop collaborative group communication and writing skills
- Give and receive constructive criticism among peers
- Exhibit visual presentation skills
- Develop strategies to facilitate communication across ethnic and/or workplace cultures

Textbooks, Materials, and Resources

Required Text and Materials:

- *Technical Communication Today*, 5th edition, by Richard Johnson-Sheehan 2014. Pearson. (ISBN-13: 978-0-205-17119-4) (**NOTE:** The 3rd, 4th, or 5th editions are usable for this course—some earlier editions may be cheaper online). All course reading information (chapter name, page numbers, etc.) on the syllabus is for the 5th edition.

Accessing Online Course Materials on Canvas:

The Canvas website for the course can be accessed through **myASU**. Here you can find course resources, documents, assignments, and communication tools. Do the following to access the course website:

Course Work

Business Correspondence

You will practice writing two commonly used business genres, e-mails and memorandums.

Research Log (Who are Gen Z'ers?)

Research is the lifeline of effective professional communication. To help you begin honing your research skills, you will conduct research for a 4-week period (Weeks 1-4) about Gen Z'ers as employees, specifically what are their work habits/practices as they relate to things such as their attitudes about work or employment, how they use technology, what their values are, how have they been educated, and their attitudes about money/wealth. During the 4 weeks, you will locate and annotate 2 sources each week.

Report (Backgrounder/Informational)

For this project, you will work collaboratively (groups of 2) to research and write a report that provides background information about Gen Z'ers as employees. You will draw from the secondary research you conducted in the Research Log project, and you will use that information to compose a report (6-10 pages) that is to be submitted to the HR manager at your work who is concerned with how to identify and recruit Gen Z candidates. The purpose of the report is to provide the HR manager information that will prepare him/her to advise the company CEO about how to develop a Gen Z recruitment strategy. Each team member is responsible for writing 3-5 pages of the report.

Proposal

Building off your work in the Report project, you will work collaboratively (groups of 2) in the Proposal project and assume that you have been asked to compose a proposal recommending a strategy for recruiting Gen Z'ers. Each group will assume it is composing the proposal (4-8 pages) for the HR Manager who will present the proposal to the company CEO. Each team member is responsible for writing 2-4 pages of the proposal.

Online Engagement

Because this course is exclusively online, it is imperative that students thoughtfully and consistently engage with the course materials and with their classmates' work. As such, a significant portion of your course grade will be based on submitting course materials in a timely manner as well as engaging with your classmates' work and offering feedback for it in peer review activities. For the first 5 weeks of the session, you will compose discussion board entries and respond to your classmates' posts. In all of your online engagement work, you will be assessed on both the quantity of your participation (how often you engage) and the quality of your participation (feedback offered is relevant to your classmates' work and offers useful suggestions for revising their work and moving it forward).

Course Grading

Final grades in the course will be based on the plus/minus system. Below is the grading scale for this course.

A	1000-940
A-	939-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730

C-	729-700
D+	699-670
D	669-630
D-	629-600
E	599 or below

Course grades will be determined by the accumulation of points for various assignments. Below is a general breakdown of the class projects and their point values:

Project	Points
Business Correspondence	100
Research Log	200
Report	200
Proposal	200
Online Engagement	300
Project Total	1000

Below are individual breakdowns of the major course projects and their deliverable point values:

<i>Business Correspondence (Weeks 1 & 2)</i>	
Deliverables	Points
Introduction E-mail (Week 1)	50
Research Memorandum (Week 2)	50
Total	100

<i>Research Log (Weeks 1-4)</i>	
Deliverables	Points
Week 1 Annotations	50
Week 2 Annotations	50
Week 3 Annotations	50
Week 4 Annotations	50
Total	200

<i>Report (Weeks 3 & 4 & 5)</i>	
Deliverables	Points
Report	150
Report Outline & Draft	50
Total	200

<i>Proposal (Weeks 5 & 6 & 7)</i>	
Deliverables	Points
Proposal	150
Proposal Outline & Draft	50
Total	200

<i>Online Engagement (Weeks 1-7)</i>	
Activities	Points
Week 1 DB Post & Response	50
Week 2 DB Post & Response	50
Week 3 DB Post & Response	50
Week 4 DB Post & Response	50
Week 5 DB Post & Response	50
Report Peer Review (Week 4 or 5)	25
Proposal Peer Review (Week 6 or 7)	25
Total	300

Course Schedule

This course lasts 7 weeks. In the schedule below, you will see what is required of you to do each week in terms of Reading and Assignments. Due dates for Assignments are listed on Canvas.

Date	Topics and Assignments
Week 1	
3/16 – 3/22	Reading: Chapters 2, 5, 15, 17 in <i>Technical Communication Today</i> Assignments: Introduction E-mail, Annotations, Discussion Board post and responses
Week 2	
3/23 – 3/29	Reading: Chapters 12, 13, 14 in <i>Technical Communication Today</i> Assignments: Research Memorandum, Annotations, Discussion Board post and responses
Week 3	
3/30 - 4/5	Reading: Chapters 3, 9, 10 in <i>Technical Communication Today</i> Assignments: Report Outline & Draft, Annotations, Discussion Board post and responses
Week 4	
4/6 – 4/12	Reading: Chapters 9, 10 in <i>Technical Communication Today</i> Assignments: Report Peer Review, Report Final Draft, Annotations, Discussion Board post and responses
Week 5	
4/13 – 4/19	Reading: Chapter 8 in <i>Technical Communication Today</i> Assignments: Proposal Draft, Discussion Board post and responses
Week 6	
4/20– 4/26	Reading: Chapter 8, 21 in <i>Technical Communication Today</i> Assignments: Proposal Peer Review, Proposal Final Draft
Week 7	
4/27 – 5/1	Reading: Chapter 21 in <i>Technical Communication Today</i> Assignments: Editorial Draft, Editorial Peer Review, Editorial Final Draft

Technical Communication Today (5th Edition) – Chapter Titles

1. Communicating in the Technical Workplace
2. Readers and Contexts of Use
3. Working in Teams
4. Ethics in the Technical Workplace
5. Letters, Memos, and E-mail
6. Technical Descriptions and Specifications
7. Instructions and Documentation
8. Proposals
9. Activity Reports
10. Analytical Reports
11. Starting Your Career
12. Strategic Planning, Being Creative
13. Persuading Others
14. Researching in Technical Workplaces
15. Organizing and Drafting
16. Using Plain and Persuasive Language
17. Designing Documents and Interfaces

18. Creating and Using Graphics
19. Revising and Editing for Usability
20. Preparing and Giving Presentations
21. Writing for the Web

Course Policies

Attendance

According to university policy, students who are registered but do not participate in any of the first week class activities may be dropped.

Late Writing Projects

All major project assignments are due on the specified due dates but will be accepted late; however, late assignments will be penalized one letter grade for each calendar day they are late. Other assignments (not identified as a project deliverable), such as reading responses or discussion board posts, will not be accepted late.

Revision Policy

All assignments (excluding discussion board entries and replies) may be revised. To submit a revision, students are required to send me an email that describes their revision plans as well as includes the date they will submit the revision. Your final grade on an assignment will be the highest score you receive on any of your assignment versions.

Academic Dishonesty

Academic dishonesty in any form will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity policy is located at <http://provost.asu.edu/academicintegrity>

Observance of Religious Holidays

As a faculty member at ASU, I recognize the obligations of students who may be participating in the observance of religious holidays. Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.

University Sanctioned Activities

Students participating in university-sanctioned activities that require classes to be missed will be given opportunities to make up graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

Student Support Services

The following are services available to students at ASU

Writing Support: If you need support for your writing, please talk to me and I will work with you individually during office hours or by appointment. There are also wonderful resources on campus to support you as a writer and as a teacher of writing: ASU Writing Resources: <https://studentsuccess.asu.edu/writingcenters>

Other Helpful Resources for students: <https://studentsuccess.asu.edu/resources/students>

Counseling Services: ASU Counseling Services offer confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. See <https://eoss.asu.edu/counseling>

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also

be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit:
<http://www.asu.edu/studentaffairs/ed/drc/>

Commitment to a Positive and Safe Learning Environment

As an educator, I am committed to creating a safe learning environment. In the rare event that there is a disruptive, threatening, or violent individual in class or in proximity of class, it is important to understand that all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. Resources to Support University Safety and Security: <https://provost.asu.edu/University-Safety-Security>

Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

Sexual Violence and Harassment Based on Sex

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately.

Accommodations for Students with Disabilities

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website: <http://www.asu.edu/studentaffairs/ed/drc> .

Statement Reserving the Right to Alter Policies on the Syllabus

Please note that I reserve the right to alter policies to respond to extraordinary circumstances.