

FALL 2022

Instructor Information

Instructor	Email	Office Location & Hours
Scott Marsh	smarsh1@mail.wvu.edu 304.293.3107 (English Dept.)	Colson Hall 323, Weekly Zoom Meetings, TBA

Course Materials

Required Texts and Equipment

- *Technical and Professional Writing Genres: A Study in Theory and Practice*, written by Dr. Michael Beilfus, Staci Bettles, and Dr. Katrine Peterson.

<https://open.umn.edu/opentextbooks/textbooks/technical-and-professional-writing-genres-study>

- *Effective Professional Communication: A Rhetorical Approach*, written by Rebekah Bennetch, Corey Owen, and Zachary Keeseey.

<https://open.umn.edu/opentextbooks/textbooks/effective-professional-communication-a-rhetorical-approach>

***Follow the above links to access the FREE/OPEN SOURCE textbooks. You may have to copy and paste the link into a search box. Once you arrive at the website, you can open each text as an eBook or download as a digital PDF.

- A Mix email address and internet access (for eCampus, online office hours, small group meetings)
- For some assignments, you are required to locate additional reading material on your own using the Internet or WVU Libraries search tools.
- Webcam and microphone (built-in or ear buds with mic should work fine for our needs) to participate in Zoom office hours and small-group meetings.

Communicating with your Instructor

WVU Email

Please contact me via email (smarsh1@mail.wvu.edu) or through eCampus, and I will respond within 24 hours during the week and 48 hours on the weekend. The “email” link on the left-hand side of our eCampus course site will take you to my or your course colleagues’ Mix addresses should you need

them (e.g., for group work). Practice good, clear writing by being sure to include an informative subject line, beginning with the course number (e.g., ENGL 304: *Question about deadline for Project #1*).

Office Hours

I will hold weekly online office hours (day and time yet to be determined) or by appointment: just email me to set something up.

Class Meetings

We will not hold any whole-class synchronous classes. Instead, this course is based on tutorial-style learning—you can contact me any time for help, but you must take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. You need the self-direction to keep track of work due, to keep up a pace of continuous learning, to contact me when necessary, and to keep a record of what you've done.

It is sometimes too easy to “forget” about coursework when you don't have to attend a face-to-face class. If you have difficulty remaining engaged in the course, I hope that regularly scheduled Zoom office hours will help you stay on track.

General Information

Description

English 304 is designed to help you become competent and effective professional writers and communicators before you enter the workplace. Therefore, we will focus primarily on analyzing and developing successful strategies for workplace communication. A fundamental assumption of this course is that writing happens in response to a given situation and with a clear communicative purpose. By discussing successful communication strategies and practicing them in a variety of common business forms—letters, memos, informational documents, proposals—we will learn to analyze different writing contexts, meet the needs of various readers, and organize and present material logically and practically.

Expectations and Goals

This course helps you become more familiar and comfortable with the conventions of business and professional communication used across various professional fields. To these ends, over the course of the term you should strive to:

- Demonstrate awareness of the value and role of writing in professional situations
- Recognize the basic rhetorical patterns of professional communication in a variety of print, oral and digital channels
- Practice applying these patterns of professional communication in individual and group contexts
- Develop your ability to target communications for a specific reader/audience
- Apply the principles of visual rhetoric to successful workplace writing
- Demonstrate your understanding and acquisition of professional communication skills through writing revision and creation of a polished, web-based writing portfolio



Purpose: What exactly do I want to happen?

Audience: Who is reading, listening, or viewing?

Conventions: What is expected in this context?

Trouble: What could get in the way of my goals?

These goals align with the outcomes of SpeakWrite certified courses. *That means this class is committed*

to helping you communicate your knowledge effectively as you keep four key components in mind: purpose, audience, conventions, and trouble spots (or PACT for short). If you'd like additional help, contact the **WVU Writing Studio** (<https://speakwrite.wvu.edu/students>) to schedule an appointment with a writing consultant.

***English Program Goals**

ENGL 304 course goals align with broader B.A. in English goals whereby a student should be able to: Interpret texts within diverse literary, cultural, and historical contexts including (1) identifying genre conventions and analyzing their effects; (2) identifying and analyzing effects of complexity or ambiguity; (3) locating texts in social, economic, political, and literary history; and (4) connecting a text to other literary or cultural texts. Demonstrate a general knowledge of the social and structural aspects of the English language. Demonstrate a range of contextually effective writing strategies. Not all English courses will address all three goals; some will focus particularly on one goal. However, the English major curriculum as a whole will provide multiple opportunities to address all of the goals.

Course Policies

You can access and read institution-level policies here: <https://tlcommons.wvu.edu/syllabus-policies-and-statements>. These include policies on academic integrity, inclusivity, and COVID-19 procedures. No incompletes will be provided for this course. Here are additional details for policies particularly relevant to this course:

Participation/Reflection

Your participation grade will be calculated based on how often you visit the course site, whether or not you complete the journals, how frequently you respond to my and your classmates' postings in the discussion forums, and the overall quality and thoughtfulness of all aspects of your interaction with the course, your instructor, and your classmates.

Netiquette

In a fully online course, clarity and professionalism in our written communication is imperative to course success. Here are a few tips on how to achieve clarity and professionalism in our eCampus course emails and Discussion Board Forums in particular:

- Never type a message in ALL CAPS. Users may interpret that as shouting.
- In a Discussion Board Forum thread, clarify for whom a response is intended. You can do this by beginning a response post with a name (e.g., Jill - You make a good point about...) or with the "at" symbol (e.g., @ Jill: You make an interesting point about X. @ Tom: Do you think Jill's comment contradicts what you said about Y?). If you're adding an audio or video comment to a Voicethread, you can still begin your message with a name: "Latesha: I think you're right. What you said about X is the same thing the EBC authors said in chapter 3..."
- Make your subject lines for Discussion Board Forum posts and email messages specific so they are easy to sift through even weeks after a forum takes place. (They may be useful in studying for quizzes or completing writing projects!) For instance, rather than the generic subject line "Forum #1," you could be more specific by putting your name in your post, e.g. "Jill's Introduction." Think about using concepts or textbook chapters as specific information for use in subject lines, too, e.g.: "Resumes: objectives vs. summary of qualifications."
- Proofread your posts and emails.

In general, remember to be respectful. We want to create a community that is rich and conducive to learning. Sometimes that means disagreeing with each other, but you can always do this in a respectful manner.

Deadlines/Late Work

This course has weekly deadlines. Failure to meet a deadline will result in a zero for work due. It is especially important in an online class that you look ahead and keep yourself current with upcoming projects and weekly assignments. If you have a technical or mechanical issue that will prevent you from completing your work, contact me immediately. Otherwise, if I don't hear from you by the time your work is due, I will not accept it. An outline of deadlines is included in the schedule in this syllabus. This policy simulates common expectations of the workplace for which this course is preparing you.

Mental Health Services

Finally, mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

Grading

Rubric will be available on eCampus, but generally, when evaluating each of your writing assignments, I will ask one overriding question: *Does this document do its job successfully?* The “job,” or purpose, of each document—particularly the final WP documents—will be explained in assignment instructions and assessed on this scale:

- A - Superior:** The work is of near professional quality. The document meets or exceeds all the objectives of the assignment. The content is mature, thorough, and well-suited for the audience; the style is clear and accurate; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct. It is assured of success and of winning praise.
- B - Good:** The document meets the objectives of the assignment, but it needs improvement in style, or it contains easily correctable errors in grammar, format, or content, or its content is superficial. It is likely to succeed.
- C - Competent:** The document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content. It stands a chance of succeeding.
- D - Marginally Acceptable:** The document meets some of the objectives but ignores others; the content is inadequately developed; or it contains numerous or major errors. It is not likely to succeed without major revision.
- F - Unacceptable:** The document does not have enough information, does something other than the assignment required, or it contains major errors or excessive errors. It fails to do its “job.”

Even the reflective and less formal writing exercises have a “job” to do; while mechanics becomes less important in accomplishing writing goals in eCampus discussions and journals, standards of content, detail, development, and clarity still weigh heavily. Keeping this in mind, your Discussions and Journals will be assessed using the following criteria:

	A - Superior	B - Good	C - Competent	D - Marginally acceptable	F - Unacceptable

Critical Thinking	Rich in content, insight and analysis	Contains substantial information, thought, insight, and analysis has clearly taken place	Generally competent, yet information is thin and commonplace	Rudimentary and superficial, displaying no analysis or insight	Displays no analysis or insight
Connections	Clear connection to previous or current content, course readings, and to real-life situations	Contains new connections that lack depth or detail	Limited, if any connections or vague generalities	No connections are made or are off topic	Makes no connections
Uniqueness	New ideas and new connections made with depth and detail	Contains new ideas that lack depth or detail	Few, if any, new ideas; rehashes or summarizes other postings	No new ideas or "I agree/disagree with..." statement without explanation	Contributes no new ideas
Timeliness	All required postings appear early and throughout the discussion	All required postings with some not in time for others to respond	All required postings with most at the last minute without allowing time for others to respond	Some or all required postings missing	Most or all required postings missing
Stylistics	Few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical or stylistic errors that interfere with the readability of content	Obvious grammatical or stylistic errors that make understanding nearly impossible	Grammatical or stylistic errors make understanding nearly impossible or impossible

Required Work

The writing components for ENGL 304 are divided into four main categories: Discussions, Quizzes, Reflective Journals, and a Writing Portfolio.

Your final grade is out of 500 points total:

Assignments	Points	
Project #1: Workplace Correspondence	Part #1: Draft 10 Final: 20	30
	Part #2: Draft 10 Final: 20	30
Project #2: Job Application Package	Draft: 20 Final: 40	60
Project #3: Proposal	Draft: 20 Final: 40	60
Project #4: Formal Report	Draft: 40 Final: 80	120
Oral Presentation		40
Discussions		120
Quizzes		20
Reflective Journals		20
		Total Points Available= 500

***Point Total is subject to change.

Course grades will be calculated by points earned through completed work:

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

Discussions

There are **12 graded discussion forums**, which will take place on the eCampus Discussion Board. Criteria will be specified for the week it is due. Points for these assignments are earned based on the quality and substance of BOTH your initial post and your responses to peers.

Quizzes

Grammar/Mechanics Checkups quizzes will be added to the course schedule as needed.

Reflective Journals

The reflection (Journal) assignments are vital assignments that help to measure the higher-order course goals that aren't as easily measured through written work alone (e.g., demonstrating your "understanding" and "awareness" of writing/rhetorical processes in context). I will provide you with prompts, but you should think of your journals, first and foremost, as conversations with yourself (thinking and talking about your own thinking) related to course readings, assignments, and learning goals. The reflections should demonstrate your engagement with the related course content to help you leverage your own experiences and expertise in achieving course outcomes.

The Writing Portfolio

During this course, you will compose several Writing Portfolio (WP) documents—from professional correspondence to a researched report and visual/oral presentation. You will submit drafts of these documents according to the course schedule for credit/partial credit/no credit during the early and middle parts of the semester, based on how well they meet the assignment requirements. You will then revise and present these polished documents in a combined Writing Portfolio (WP) at the end of the course. These WP documents will not be assessed on quality, therefore, until you have had a chance to revise them. (See the grades section below for general criteria.) *Please note that because your portfolio documents will be assessed in part on document revision, if you do not turn in a draft WP document, you will not be able to earn points for the final portfolio draft.*

Schedule

***Subject to Change

(TPWG)=*Technical and Professional Writing Genres* (Beilfus, Bettis and Peterson).

(EPC)=*Effective Professional Communication* (Bennetch, Owen, and Keesey).

WEEKS	TOPICS AND ACTIVITIES	ASSIGNMENTS AND READINGS
<p>WEEK #1: AUGUST 17-19</p> <p>*AUGUST 17 is the first day of classes. *AUGUST 23 is the last day to add/drop classes without a "W".</p>	<p>Introduction to ENG 304.</p> <p>Access FREE/Open Source textbooks (See information in Week #1 Announcement or Syllabus/Course Materials.)</p>	<p>Discussion #1: Writing Sample: Due Sunday, August 21 by 11:59pm. Follow directions under DISCUSSIONS.</p> <p>*Access Free/Open Source textbooks. Please let me know if you cannot access the textbooks.</p>
<p>WEEK #2: AUGUST 22-26</p>	<p>Topic: Business and Professional Writing/Expectations/Theory/Audience</p>	<p>Readings Due: (TPWG) Theory (3-42) (EPC) Intro./Rhetorical Theory (5-98)</p> <p>Due: Discussion #2: Theory/Audience/Expectations</p>
<p>WEEK #3: AUGUST 29-SEPTEMBER 2</p>	<p>Introduce PROJECT #1: WORKPLACE CORRESPONDENCE Part #1: Bad-news/Good-news Letters</p>	<p>Readings Due: (TPWG) Emails, Memos, and Texting (147-170) (EPC) Memos and Letters; Text Messages and Emails (195-224)</p> <p>Project #1/Part #1 Due Sunday, Sep. 4 by 11:59pm. Submit through eCampus assignment under Course Content.</p> <p>Due: Discussion #3: Workplace Correspondence</p>
<p>WEEK #4: SEPTEMBER 5-9</p> <p>*SEPTEMBER 5 is Labor Day: No classes</p>	<p>PROJECT #1: WORKPLACE CORRESPONDENCE (continued) Part #2: Bad-news/Good-news Memos</p>	<p>Project #1/Part #2 Due Sunday, Sep. 11 by 11:59pm. Submit through eCampus assignment under Course Content.</p> <p>Due: Discussion #4: Workplace Correspondence</p>
<p>WEEK #5: SEPTEMBER 12-16</p>	<p>Introduce PROJECT #2: JOB APPLICATION PACKAGE Resumes</p>	<p>Readings Due: (TPWG) Applying to Jobs (171-224)</p>

	Cover/Application Letters Thank you Note	(EPC) Applying for a Job (229-302) Locate two different job postings related to your field of study. Share job postings as part of Discussion #5.
WEEK #6: SEPTEMBER 19-23	PROJECT #2: JOB APPLICATION PACKAGE (continued)	Draft resumes and cover letters. Due: Discussion #6
WEEK #7: SEPTEMBER 26-30	PROJECT #2: JOB APPLICATION PACKAGE (continued)	PROJECT #2: JOB APPLICATION PACKAGE Due Sunday, October 2 by 11:59pm. Submit through eCampus assignment under Course Content. Due: Discussion #7: Reflection on Project #2.
WEEK #8: OCTOBER 3-7	Introduce PROJECT #3: PROPOSAL Designing a Proposal	Readings Due: (TPWG) Proposals (271-300) Due: Discussion #8: Designing Your Proposal
WEEK #9: OCTOBER 10-14	PROJECT #3: PROPOSAL (continued) Format Interviews	Drafting your Proposal Due: Discussion #9: Proposal
WEEK #10: OCTOBER 17-21	PROJECT #3: PROPOSAL (continued)	PROJECT #3: PROPOSAL, Due Sunday, October 23 by 11:59pm. Submit through eCampus assignment under Course Content. Due: Discussion #10: Reflection/Proposal
WEEK #11: OCTOBER 24-28	Introduce PROJECT #4: FORMAL REPORT/ORAL PRESENTATION	Readings Due: (EPC) Rhetorical Nature of Reports (305-316); Report Planning and Choosing a Topic (317-329) Due: Discussion #11: Report Topic
WEEK #12: OCTOBER 31-NOVEMBER 4	PROJECT #4: FORMAL REPORT/ORAL PRESENTATION (continued) Research	Readings Due: (EPC) Finding and Evaluating Research Sources (360-366); Writing a Report (305-380)

		(TPWG) Analytical Reports (337-406); Oral Presentations (407-432)
WEEK #13: NOVEMBER 7-11 *NOVEMBER 8 General Election Day, University closed.	PROJECT #4: FORMAL REPORT/ORAL PRESENTATION (continued) APA format Oral Presentations	Readings Due: (EPC) Preparing APA Document (381-469) (TPWG) Oral Presentations (407-432)
WEEK #14: NOVEMBER 14-18 *NOVEMBER 15 is the last day to withdraw from the University.	PROJECT #4: FORMAL REPORT/ORAL PRESENTATION (continued)	PROJECT #4: FORMAL REPORT/ORAL PRESENTATION, Due Friday, November 18 by 11:59pm. Submit through eCampus assignment under Course Content.
WEEK #15: NOVEMBER 21-25 *NOVEMBER 19-27 is Fall Recess: No classes.	FALL RECESS	FALL RECESS
WEEK # 16: NOVEMBER 28-DECEMBER 2	FINAL PORTFOLIO Revision	
WEEK #17: DECEMBER 5-9 *DECEMBER 8 is the last day of classes. *DECEMBER 12-16 are Final Exams.	FINAL PORTFOLIO	FINAL PORTFOLIO Due December 8 by 11:59pm. Submit through eCampus assignment under Course Content. Due: Discussion #12: Final Reflection

*FINAL PORTFOLIOS ARE DUE DECEMBER 8, THE LAST DAY OF CLASS.

*FINAL GRADES ARE DUE IN STAR BY NOON ON DECEMBER 19.