ENGL 304: Business/Professional Writing
Fall 2018, Colson Hall G06

- 304.W02, CRN 82176
    TR 2:30-3:45pm
- 304.W03, CRN 84907
    TR 11:30am-12:45pm

Dr. Nancy Caronia
Office Hours: R 1-2 pm, and by appt.
311 Colson Hall
nac0013@mix.wvu.edu
NOTE: Follow these two instructions when writing emails to me:
1. Begin the subject line with "ENGL 304-W02" or "ENGL 304-W03," depending on the section you are taking;
2. Continue the subject line with a descriptive yet concise phrase clarifying your question or concern.

Required Texts (& other resources)

- Oliu, Walter E., Charles T. Brusaw, & Gerald J. Alred. *Writing That Works: Communicating Effectively on the Job*. 12th Ed. Bedford/St. Martin's, 2016. ISBN978-1319059934 (You must have the 12th Edition).
- A MIX email address and regular access to our WVU eCampus course site (for assignment submission and access to supplemental reading material). For technical problems, contact WVU ITS: http://it/wvu.edu/
- For some assignments, you will be required to locate additional reading material on your own using the Internet or WVU Libraries search tools.

Recommended: A handbook on effective writing techniques such as Strunk & White's *The Elements of Style.*

Eberly Writing Studio	The Writing Studio assists in students becoming better writers and thinkers through all aspects of the writing process. For more information and to schedule an appointment, go to: https://speakwrite.wvu.edu/writing-studio.
Speak/Write (Effective Communication Across the Disciplines)	In general, professional writing happens in response to a given situation with a clear communication purpose. PACT is useful to understand not only your purpose, but also your audience and the conventions you might be expected to meet. For further information about Speak/Write, visit: https://speakwrite.wvu.edu/ **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?

Overview & Course Goals—*Any business situation is restrictive*, Prince

English 304 is designed to assist you in becoming a competent and effective professional writer and communicator *before* you enter the workplace. In this course, you will focus primarily on analyzing and developing successful strategies for workplace communication and practicing them in a variety of common business forms: letters, memos, informational documents, proposals. You will learn to analyze different writing contexts, to meet the needs of various readers, and to organize and present material logically and pragmatically.

Throughout this course, we will view ourselves as members of a professional organization—English 304 Inc., or E3I, perhaps—in which you are a new employee and I am the trainer/supervisor in order for you to learn and practice how to write professionally no matter the context.

Course Goals: By the end of the semester, students who earn a passing grade in the course (C- or above) will have demonstrated their ability to:

- Comprehend 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 ability to target communications for a specific reader/audience;
- Apply the principles of visual rhetoric to successful workplace writing; and

- Understand and acquire professional communication skills through writing revision and creation of a polished writing portfolio.

In line with the goals of the WVU BA Program in English, these objectives will enable students who successfully complete the course to:
- Interpret texts within diverse literary, cultural, and historical contexts.
- Demonstrate a general knowledge of the social and structural aspects of the English language.
- Demonstrate a range of contextually effective writing strategies.

Course Work & Grading

There are three basic requirements upon which success in English 304 depends:

- ◼ **Ongoing** and conscientious adherence to the processes of writing and revision in order to create persuasive, specific writing;
- ◼ **Thoughtful,** active participation; and
- ◼ **Effective and consistent** collaboration.

The most successful professional writers view writing as a process, not a product. This process includes planning, drafting, revising, re-drafting, and revising even more. You will be required to focus on two major processes in English 304: individual processes around the production of common business forms and, as part of a group, a Report and Presentation Project (RPP). In completing these assignments, you will also submit short documents that explain the choices you made as they relate to your purpose, audience, and the necessary conventions.

JOB PERFORMANCE—AKA, PARTICIPATION: 10%
Your general Job Performance grade will be determined by two things: your business etiquette and your informal writing. Good business etiquette requires you to respect your instructor and your colleagues by listening when they are speaking and responding to them in a considerate and appropriate manner. Good business etiquette also entails active participation for every class and during every class meeting. The informal writing assignments are an extension of this business etiquette.

QUIZZES: 10%
There are twelve scheduled reading quizzes, which will cover the material in the *Writing That Works* (*WTW*) textbook reading assignments. These quizzes will be available to you from the close of the class

period prior to the day they are due until the beginning of the class on the day they are due. This schedule will allow you to take them on your own time (i.e., as homework). You are welcome to use the textbook (I encourage it!). These quizzes will be timed, but you will have four times longer than the quiz will take the average person.

INDIVIDUAL PORTFOLIOS: A portfolio is traditionally a collection of a writer's or artist's best work. During this course, you will compose several documents – from professional correspondence to a researched report and visual and oral presentation. You will submit drafts of these documents (Employment Project, Correspondence Project, & Document Design Project) according to the course schedule for credit/partial credit/no credit during the early and middle parts of the semester. You will then revise and present polished documents in a combined Portfolio at the end of the course. The Portfolio documents will not be assessed on quality, therefore, until you have had a chance to revise them. (See the "Criteria: Written Assignments" section below for general criteria.)

1. Employment Project: 10%
You will locate three job prospects within your field and respond to one of the job ads with a cover letter and résumé that showcases your qualifications for the position and why you would make a good employee for that organization.

2. Correspondence Project: 20%
You will demonstrate your understanding of basic business formats (memos, letters) and routine business messages, as well as your ability to communicate professionally with different audiences in different contexts, by role-playing two different professional writing situations. Specifically, you will

show your expertise in organizing professional messages by your understanding of PACT—in particular your understanding of the special approach necessary for audiences who might be unreceptive, hostile or apathetic.

3.   Document Design Project: 20%

You will analyze an existing Morgantown business or non-profit drawing upon class discussions about what qualities make rhetorically successful content and form in professional flyers and brochures, as well as your own careful brainstorming of best design practices. After you have conducted your analysis, you will redesign the document, making it more effective. You will also compose a letter to that organization's decision-maker in which you suggest the organization accept your redesigns (and, hopefully, improvements).

REPORT AND PRESENTATION PROJECT: 30%

You will collaborate with one or two of your colleagues in a three-stage project that will introduce you to teamwork, professional research, and oral and visual presentations. The project will include:

- Brainstorm topic, conduct research, draft a rhetorical analysis, and write a proposal;
- Compose and design a formal professional report; and
- Create and give a professional presentation.

Submitting Required Work

All work for this course will be submitted either via hard copy during class or eCampus prior to the start of our class on the day each assignment is due (sometimes both). All documents must be formatted as Word documents (.doc or .docx), portable document format (.pdf) or multimedia files (e.g., .mp3, link to YouTube) as described in the assignment instructions.

Naming conventions for documents: Please place your first initial, last name, assignment abbreviation, and draft number in the title of your submitted documents. For instance, my first assignment would be: NCaronia-P1-1.docx. My revision would be: NCaronia-P1-2.docx. (Note that including the draft number allows you to save and store multiple drafts easily without confusing earlier drafts with later drafts. Then, you can delete draft numbers from the final copy, e.g., NCaronia-P1.docx.).

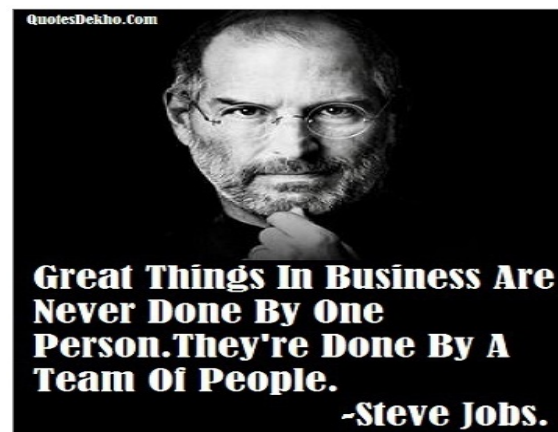| CRITERIA: Written Assignments |
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| Effective written communication relies on clear prose that attends to purpose and audience as well as conventions and context. The quality of ideas is primary in any evaluation, but exceptional writing must also demonstrate quality of expression and initiative that goes beyond editorial fixes or strict adherence to an assignment sheet. |
| ■ **A – Exemplary** work that demonstrates originality and initiative. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and attractive; genre conventions are effectively used; mechanics and grammar are correct. The portfolio demonstrates a range of well-edited, well-written, well-argued, and well-documented texts that a company could use without further revisions and might even use as examples when training new employees. |
| ■ **B – Good Work.** The documents generally succeed in meeting their goals in terms of audience, purpose, and conventions without the need for further major revisions. They may need some *minor* improvements in content, presentation, or writing style/mechanics. In the workplace, a company would be able to use the documents without major revisions of any sort. |
| ■ **C – Competent:** Documents are adequate in all respects but require some substantial revisions of content, presentation, or writing style/mechanics; they may require further work in more than one area. For instance, central ideas may generally be apparent but often lack adequate explanations or documentation necessary for different audiences and purposes. In the workplace, the documents would be functional for an immediate deadline but would require further revisions before being distributed or made part of a permanent record. |
| ■ **D – Unprofessional**. Documents generally require extensive revisions of content, presentation, writing style, and/or mechanics before a company could use the documents. The writer has encountered significant problems meeting goals of audience, purpose, and genre. In the workplace, a company would most probably have to reassign the project to another writer for successful completion. |
| ■ **F –** Documents do not have enough information, are not appropriate for the given situation, or contain major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. The portfolio may be incomplete, or plagiarism may compromise the portfolio on ethical grounds. A company would most probably dismiss the writer from current projects. |

| CRITERIA: Job Performance, aka Participation |
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| This course relies on a strong community where everyone participates. |
| ■ **A**: Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through both verbal and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight. |
| ■ **B:** Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are completed on time and with attention. In workshops or conferences, suggestions to group members are tactful, specific, and helpful. |
| ■ **C**: Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshops or conferences, suggestions to group members are tactful and prompt but could benefit from more attentive reading and/or specific detail when giving comments. |
| ■ **D**: Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared fro class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be disrespectful or far too brief and general to be of help. |
| ■ **F**: Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive. |

Great Things In Business Are Never Done By One Person.They're Done By A Team Of People.
-Steve Jobs.

"Success is a lousy teacher. It seduces smart people into thinking they can't lose."

–Bill Gates

"I got my start by giving myself a start."
- Madam CJ Walker
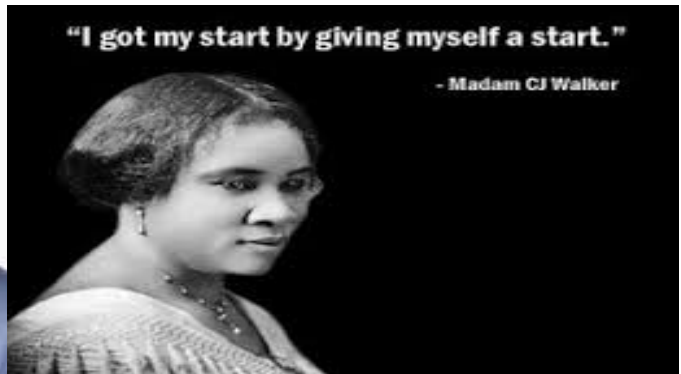
Policies and Procedures

Academic Integrity

If you have questions about academic integrity, please discuss with me. Here are a few things to contemplate:

- Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.
- Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

For the detailed policy of WVU regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the WVU Academic Catalog at **http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext**

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism.
(https://lib.wvu.edu/instruction/guides/plagiarism/)

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700).

Late Assignments

Late assignments will not be accepted. You are responsible for submitting all work on time and complete. Incomplete or partial assignments will not be accepted.

Attendance

Attendance is required for this course. Your attendance improves your learning experience for yourself and your classmates within this academic community.

- You may miss **three (3) days of class** without penalty.
- If you miss more than three days of class, you may be be penalized **up to one letter grade for each additional absence.**
- If you miss more than **six (6) days of class, you will fail the course**.
- Students who are late may be counted as absent.
- All absences (*including excused absences*) incurred from the date you register for the course will count toward the number allowed.

There are always consequences for missing class, even if you have a reasonable excuse. A doctor's note or other documentation doesn't mean your absence isn't still an absence. I suggest you find a classmate with whom to share notes and/or come to office hours to discuss any questions you may have.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not guarantee that I will be able to grant your request.

Extended Absences. *If you know in advance that you will need to miss more than three consecutive class meetings, take the course in another term.* It is much better for you as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a military service person with possible drill events or deployments, please speak to me about a plan for successfully completing all required coursework.

WELLWVU.
The Students' Center of Health

The Students' Center of Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information, go to http://www.well.wvu.edu.

📘 SCHEDULE OF WORK 📘

Week	Topic and Readings	Writing Due	Quizzes
#1 T8/16	Introductions		
#2 T8/21	Thinking about Audience and Conventions *Writing that Works (WTW)* Chapter 1: "Understanding Workplace Writing Context"	Intro. Email	Reading Quiz #1
TH8/23	Employment Documents: Finding the Right Fit *WTW* Chapter 15: "Writing Résumés and Cover Letters"		Reading Quiz #2
#3 T8/28	Résumés *WTW* Chapter 2: "Planning a Document"	Details on 3 job prospects	Reading Quiz #3
TH8/30	Cover Letters *WTW* Chapter 3: "Drafting a Document"		Reading Quiz #4
#4 T9/4	Peer Review of Employment Documents *WTW* Chapter 4: Revising a Document	Two hardcopies of Cover Letter and Résumé	Reading Quiz #5
TH9/6	Correspondence Project *WTW* Chapter 8: Writing Emails, Memos, and Letters" and 9 "Writing Routine and Sensitive Messages"	**EMPLOYMENT PROJECT DUE**	
#5 T9/11	Correspondence Project		
TH9/13	Peer Review on Correspondence Project	Two hardcopies of Correspondence Drafts	
#6 T 9/18 TH 9/20	Conferences on Correspondence Project (meet in Colson 311)	Hard copies of Correspondence of drafts to discuss	
#7 T9/25	Document Design Project *WTW* Chapter 7: Designing Documents and Visuals	**CORRESPONDENCE PROJECT DUE**	
TH9/27	Document Design Project: Lay-out and Organization	Hard copy of document to analyze (in class)	
#8 T10/2	Document Design Project: Visual rhetoric	Hard copy of document to analyze (in class)	Reading Quiz #6
TH10/4	Peer Review Document Design	Two hardcopies of Document Design draft	
#9 T10/9 TH	Conferences on Document Design Project (meet in Colson 311)	Hard copies of Document Design of drafts to discuss	

10/11			
#10 T10/16	Report and Presentation Project (RPP)	**DOCUMENT DESIGN PROJECT DUE**	
TH10/18	*Dr. Caronia at Italian American Studies Association Conference in Chicago, IL* Meet as Groups to Brainstorm, research ideas with group *WTW* Chapter 5: "Collaborating on a Document"	Brainstorming and research ideas to eCampus	Reading Quiz #7
#11 T10/24	Features of Proposal *WTW* Chapter 13: "Writing Proposals"		Reading Quiz #8
TH10/25	Practical and Ethical research in the workplace; documentation *WTW* Chapter 6: "Conducting Research for a Document"	Drafts of Rhetorical Analysis	Reading Quiz #9
#12 T 10/30	Revision Session; Collaborative Writing with Google Drive	Bring one hard copy of one of your individual projects printed out single-side only	
TH11/1	Writing Formal Reports *WTW* Chapter 11: "Writing Formal Reports"		Reading Quiz # 10
#13 T 11/6	**No Classes: General Election Day**		
TH 11/8	Features of the formal long report: the body text, abstracts, and front matter		
#14 T11/13	Preparing successful oral presentations for work *WTW* Chapter 14: "Giving Presentations and Conducting Meetings"	Explanation of Report and comments to colleagues reports	Reading Quiz #11
TH11/15	Group Conferences (meet in Colson 311) [These may be held earlier in the week on Monday, the 12th and Wednesday, the 14th]		
#15 11/17- 11/25	**Fall Break**		
#16 T11/27	Time to Work in class	Drafts of Executive Summary and Recommendation	
TH11/29	Group Presentations	**HARD COPY of RPP PRESENTATION**	
#17 T 12/4	Group Presentations	**HARD COPY of RPP PRESENTATION**	
TH12/6	Group Presentations Final Portfolios Due	**HARD COPY of RPP PRESENTATION FINAL PORTFOLIOS DUE**	