

**ENG 301**  
**Writing for the Professions**  
Syllabus and Course Guidelines

**Summer 2014**  
**Line #43156**

**Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays 11:50-1:15 p.m.**

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**Office Hours:** Mondays 1:30 p.m.-2:30 p.m.,  
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and by appointment

**Course Blackboard site:** <<http://myasucourses.asu.edu>>

**Writing Programs site:** <<http://english.clas.asu.edu/writingprograms>>

The best way to contact me is through email, and I will respond to email messages as soon as possible. If you email me on weekends, I may not respond until Monday.

### **Course Description and Objectives**

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 and document production 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 ENG 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**

The purpose of this course is for students to:

- Transition from academic to professional/business writing
- Understand how a writer adapts to professional contexts
- Question the strategies appropriate to various professional discourses
- 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 and organizational techniques in the writing process
- Develop collaborative group communication and writing skills
- Develop strategies to facilitate communication across ethnic and/or business cultures
- Exhibit visual presentation skills

### **Required Text and Materials:**

*Technical Communication Strategies for Today*, by Richard Johnson-Sheehan, 2010. Longman.  
An ASU email account

**Informational Link to the Writing Programs:** <http://english.clas.asu.edu/writingprograms>

**Accessing Online Course Materials on Blackboard:**

The Blackboard website for the course can be accessed through **MyASU**. Here you can find course resources, documents, assignments, and communication tools.

**Course Projects**

***Employment Project***

For this project, you will plan and draft employment documents that you will use to apply for a position for which you are qualified. The primary deliverables for this project are a resume and letter of application. Secondary, supporting deliverables include a job advertisement analysis, job skills inventory, and a project summary.

***Workplace Ethics Project***

This project asks you examine the ethical concerns that arise in your chosen field of work and to draft a report on the ethics of communicating in your field's workplace. In addition to this report, you will draft a reference document for readers' quick review as well as a project summary memo.

***Social Media Practices Project***

For this project, you will work collaboratively to write a proposal regarding a company's social media strategies. Teams will conduct various forms of primary and secondary research and analysis and use their data and information to write a short proposal regarding potential changes to a company's social media usage. The primary deliverables for this project are the social media proposal and a presentation on the proposed strategy. Secondary deliverables are an analysis memo for the company's current social media strategy,

***Professionalization Grading***

For each project, we will review and discuss readings from the textbook as well as other secondary materials. To work through these materials, we will participate in class discussions, in-class writing activities, peer review, and post reading responses to the class Blackboard site. To account for this work as part of your overall course grade, each major course project will have what I generically refer to as a "Professionalization" component. This component is akin to traditional "Participation" grades in courses, but it accounts for more than simply attending class regularly or "talking in class." As emerging professionals, you need to begin envisioning your work as not simply meeting course requirements but instead as developing professional work habits that prepare you well to participate in complex and dynamic work environments. The "Professionalization" component of each major course project prompts you to begin thinking about and developing such habits. During the semester, I will be careful to explain the relevant work habits that you ought to be focusing on in this course.

**Course Grading**

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

<b>Workplace Ethics Project</b>	<b>30% of final grade (600 points)</b>
• Report	300 points
• Outline/Reference	100 points
• Project Summary	100 points
• Professionalization	100 points
<b>Social Media Practices Project</b>	<b>40% of final grade (800 points)</b>
• Analysis Memo(s)	150 points

• Proposal	250 points
• Presentation	200 points
• Project Summary	100 points
• Professionalization	100 points
<b>Employment Project</b>	<b>30% of final grade (600 points)</b>
• Resume	200 points
• Cover Letter	150 points
• Job Ad Analysis	75 points
• Job Skills Inventory	75 points
• Professionalization	100 points

## Standard Writing Programs Policies

### 1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only *two weeks'* worth of absences (see below) will be allowed for the semester, *regardless of reason, including documented illness or emergency*. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/withdrawal>).

- For a 5-week **Summer session**, for classes that meet daily, the maximum number of allowed absences is two (2).
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, the Writing Programs Office offers sections of this course online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.
- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

### 2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

### 3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes has elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

#### **4. Grading**

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute grades, the following values are assigned to the standard letter grades of A through E:

- A+.....4.3 (only used internally at ASU)
- A.....4.0
- A-.....3.7
- B+.....3.3
- B.....3.0
- B-.....2.7
- C+.....2.3
- C.....2.0
- D.....1.0
- E.....0.3
- No paper = 0

#### **5. The public nature of class writing and discussions**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

#### **6. Technological Distractions**

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class.

#### **7. Late Writing Projects**

Final papers are due at the beginning of the scheduled class time unless otherwise noted on the syllabus. Students who suspect they will not have an assignment turned in on time should contact me prior to the class period in which it is due to discuss alternate arrangements. Paper extensions are rarely granted. If you do not receive permission to submit your paper late, late papers will be penalized one full letter grade for every calendar day that the paper is late.

#### **8. All writing for this class must be written for this class**

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Reusing a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a research project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

#### **9. Academic Dishonesty**

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others' words, images, or ideas into their writing using correct attribution practices. Academic dishonesty in any form (see <http://provost.asu.edu/academicintegrity/policy/StudentObligations>) 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>.

### 10. 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>.

### 11. 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/>.

### 12. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

#### Important Dates for Summer Session B

- July 2** Summer classes begin – Session B
- July 3** Last day to register or drop/add without college approval
- July 4** Independence Day observed – University closed
- July 6** Tuition & Fees 100% Refund Deadline for Summer Session B
- July 22** Summer Course Withdrawal Deadline – Session B

You may find the following Topics and Assignments chart useful for planning your semester and keeping track of major assignments. Unless otherwise noted, readings refer to *Technical Communication Strategies for Today*. This course schedule is subject to revision during the semester, and I will announce any changes to you in class.

**NOTE:** Assignments are due on the day they are listed, i.e. the topics and assignments listed for Tuesday, July 9, are to be completed before the beginning of class on that day.

Date	Topics and Assignments
<b>Wednesday, July 2</b>	Introduction and Syllabus Review; Discuss Workplace Writing vs. Academic Writing
<b>Thursday, July 3</b>	READING DUE: Chapter 1 “Communicating in the Workplace” (1-13); Chapter 2 “Readers and Contexts of Use” (16-31)  Rhetoric and Workplace Writing; Rhetoric and the Reference Letter
<b>Friday, July 4</b>	NO CLASS – Independence Day

<b>Monday, July 7</b>	READING DUE: Chapter 16 “Analytical Reports” (432-473)  Introduce Workplace Ethics Project
<b>Tuesday, July 8</b>	READING DUE: Chapter 4 “Ethics in the Technical Workplace” (59-79); Katz “Ethics of Expediency” (available on Blackboard)  Discuss avenues for ethical decision making
<b>Wednesday, July 9</b>	READING DUE: Chapter 6 “Researching and Managing Information” (116-146)  Problem solving tactics in the workplace; what is the power of technical communication?
<b>Thursday, July 10</b>	READING DUE: Slack, Miller, and Doak “The Technical Communicator as Author” (available on Blackboard)  Designing reference documents: reader-centered, context of use concerns
<b>Friday, July 11</b>	Researching ethical issues in the workplace
<b>Monday, July 14</b>	Drafting: Identify the issue(s) for the report and the significance of the issue(s)
<b>Tuesday, July 15</b>	Drafting/Researching day  Discussion of Peer Review practices
<b>Wednesday, July 16</b>	DUE: Draft of report  Individual Conferences Scheduled for this day
<b>Thursday, July 17</b>	Class Cancelled – Mr. Chappelow away at conference. Please contact me via email/Skype with any questions/concerns
<b>Friday, July 18</b>	<b>Peer Review Feedback must be posted on Blackboard by noon.</b>  Class Cancelled – Mr. Chappelow away at conference. Please contact me via email/Skype with any questions/concerns
<b>Monday, July 21</b>	<b>Final Draft of Workplace Ethics Project Due</b>  Introduce Social Media Practices Project
<b>Tuesday, July 22</b>	READING DUE: Chapter 3 “Working in Teams” (34-57)  Group planning for the Social Media Practices Project
<b>Wednesday, July 23</b>	READING DUE: Chapter 14 “Proposals” (366-398)  Establishing, controlling, and maintaining a social media presence online; Branding your online content
<b>Thursday, July 24</b>	READING DUE: Chapter 8 “Creating and Using Graphics” (182-206)  Visual identity and the role of recognition in professional writing
<b>Friday, July 25</b>	Group work time: researching your company’s presence
<b>Monday, July 28</b>	Draft of analysis memo due  Planning the proposal

<b>Tuesday, July 29</b>	READING DUE: Chapter 10 “Preparing and Giving Presentations” (228-256)  Introduce Presentation; How to create effective slides
<b>Wednesday, July 30</b>	Proposal Group Drafting
<b>Thursday, July 31</b>	Proposal/Presentation Preparation
<b>Friday, August 1</b>	Proposal Presentations
<b>Monday, August 4</b>	<b>SOCIAL MEDIA PROJECT DUE</b>  <b>Proposal Presentations</b>
<b>Tuesday, August 5</b>	Introduce Employment Project and Skills Inventory;
<b>Wednesday, August 6</b>	READING DUE: Chapter 11 “Letters, Memos, and E-Mail” (260-291)  Introduce Job Ad Analysis and Application Letter; Discuss Letter and Memo Drafting (and Differences)
<b>Thursday, August 7</b>	READING DUE: Chapter 5 “Starting Your Career” (81-112); Chapter 7 “Designing Documents and Interfaces” (149-180)  Introduce Resume; Introduction to Principles of Design; Practicing Specificity in Skills Inventory
<b>Friday, August 8</b>	Skills Inventory Draft Due  Peer Review on Skills Inventory; Looking for Jobs Online; Rhetorical Strategies for Assessing Job Ads
<b>Monday, August 11</b>	Job Ad Analysis and Job Ad Due; Connecting Job Ads to Resumes and Application Letters  Individual Conferences on Resume Design/Preparation
<b>Tuesday, August 12</b>	Last day of class; Resume and Application Letter Drafts Due  Peer Review of Resume and Application Letter; Employment Project Wrap-up  <b>EMPLOYMENT PROJECT DUE by 2:00 p.m. on Wednesday, August 13, on Blackboard</b>