

ENGLISH 3010
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. 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 and the workplace. 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 class sessions 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, MATERIALS, AND ACCOUNT:

1. *Successful Writing at Work*, ninth edition by Philip C. Kolin
2. *The Business Writer's Companion*, fifth edition by Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu
3. Computer access to the class and a specific information storage system
4. A Dixie State College e-mail account

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

- 50% Written assignments, revisions, and peer writing exchange and evaluation (submission of completed grading grids), and completed pre-writing activities
- 40% Midterm exam, final exam, article analyses, quizzes, discussion participation/posting, and other writing activities
- 10% Final oral presentation incorporating sound and/or video

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.) The projects are listed below:

- Occupation analysis project/graduate school alternative
- Interview report/alternative report
- Press Release Project
- Collaborative project
- Long report and oral presentation

DISCUSSIONS:

Almost every week there will be an assigned, required discussion—much as you would have in a regular class. The discussions will be based on reading and analysis of assigned professional articles and from writing activities or discussion of particular information 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 an effective, analytical response using good writing skills (avoid using an attachment)
- Answer any questions posed by the instructor and/or your classmates
- Complete all of these steps within the assigned time frame

PROJECT COMPLETION, TIME MANAGEMENT, AND ONLINE BEHAVIOR

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.

As we communicate with one another online, we need to be professional, so civility towards one another is expected. The effort and contributions you make in this class will be noticed.

34.2 Disruptive Behavior: Even though the class is online, we still need to be civil towards one another. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause removal of disruptive students from their course.

COMMUNICATION VIA DMAIL:

Important class and college information will be sent to your Dmail e-mail account. This information includes your DSC bill, financial aid/scholarships notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. For more information about your Dmail account, please visit this website: <http://new.dixie.edu/helpdesk/dmail.faq.php> You will be held responsible for information sent to your Dmail e-mail, so please check it often.

DSC POLICIES ON CLASS ATTENDANCE:

(These are some of the DSC policies on attendance; the complete list of policies can be found at the [DSC Policies and Procedures Manual](#)). Please check out the attendance policies even though this class is online.

23.3—An absence does not excuse a student from completing work missed.

23.4—It is the student's responsibility to find out which assignments are missed during an absence.

23.5.3—Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments.

23.5.3.1.1—Students involved in a club event or an activity related to another course or program requirement must provide written notification from the faculty or staff member supervising the activity that explains the nature of the activity. This should include a list of eligible students and be provided in advance of the expected absence.

23.5.3.1.2—By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester.

WORKSHOPS:

To obtain full credit for each writing project, you must participate in a writing workshop by exchanging drafts online with a writing partner and evaluating his/her draft within a given time frame. 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: If a project is late by more than a few days (1-3), one letter grade will 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 word-processed in Microsoft Word. 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. We will use the Blackboard system with its dropbox to submit assignments.

Please submit the following items with each writing project; again use the Blackboard dropbox:

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.

3-34 ACADEMIC DISCIPLINE

34.1 Cheating: Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at DSC may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

STUDENT SUPPORT SERVICES:

- **Writing Center**

Visit the Writing Center in the Browning Learning Resource Center for tutoring assistance with any of your writing needs; their website address is the following:

(http://new.dixie.edu/english/dsc_writing_center.php. Also, an Online Writing Lab (OWL) is available if you go to this site: <http://dsc.dixie.edu/owl/>

- **Library**

Check out all the available library services by visiting the following address:

<http://library.dixie.edu>

- **Testing Center**

For DSC Testing Center information, visit the following site: <http://new.dixie.edu/testing>

- **Tutoring Center**

For information about tutoring services offered at DSC, please check out this site:

<http://dsc.dixie.edu/tutoring/index.htm>

- **Computer Labs:**

Dixie State College of Utah provides two open access labs (library basement and Smith Computer Center) and several additional computer equipped special use labs and classrooms. The open access labs contain approximately 210 networked and stand alone workstations. Full access to the Internet is available on all machines. Limited printing is available to students free of charge. Lab hours average 80 hours per week during the course of the semester including evening, weekend and holiday hours. A somewhat restricted schedule is followed between semesters and during holidays. Check each facility for hours of operation.

SYLLABUS SUPPLEMENT:

Students eligible for and requesting reasonable academic accommodations due to a disability must provide a letter of accommodation to their professors from the Disability Resource Center within the first two weeks of the beginning of classes. Proper documentation of a disability is required in order to receive services or accommodations. Please contact the Center on the main campus to follow through with the documentation process. It is located in the Student Services Center Room #201, or call for an appointment and further information regarding the Americans with Disabilities Act (ADA) at 652-7516.

REGULAR SEMESTER DATES

- Aug 24 Class work Starts
- Aug 26 Last Day to Add Without Signature
- Aug 31 Drop Fee Begins (\$10 per class)
- Sep 7 Labor Day Holiday
- Sep 8 \$50 Late Registration/Payment Fee
- Sep 14 Pell Grant Census
- Sep 14 Last Day for Refund
- Sep 15 Courses Dropped for Non-payment
- Sep 18 Last Day to Add Classes
- Oct 14 Midterm Grades Due
- Oct 15-16 Semester Break
- Oct 19 Last Day to Drop/Audit Classes
- Nov 13 Last Day for Complete Withdrawal
- Nov 17 Career Day
- Nov 25-27 Thanksgiving Break
- Dec 11 Class work Ends
- Dec 14-18 Final Exams

DROP DATE:

If you stop attending class, it is your responsibility to drop the class before October 19 to avoid receiving and "F" on your transcript.

OFFICE HOURS:

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

Monday, Wednesday: 9-11:00

Tuesday 2:30-3:30

Friday: By appointment.

You may use the Wimba communication system at our Blackboard site. This system allows you to use audio and/or video, or you may also use the Blackboard chat system.

Also, you may e-mail me with your comments and questions about the course and/or assignments using the Blackboard email system. My name is included with the class list. I also can be reached at my office phone: 435.652.7829 or at albertin@dixie.edu

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: ENGL 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—for the entire semester, counting all projects).

ENGLISH 3010 COURSE SCHEDULE

Note: The Assignment/Lecture folder contains in-depth information (the learning modules) about all the weekly items listed on this syllabus, so please check them out.

Week One (August 24-28) Introduction to Course: First Impression and Memo of Introduction

1. Read pages 3-37 in *Successful Writing at Work* (SWW) book.
2. For a review about how to write effective memos, e-mails, faxes, IMs, and blogs, check out pages 121-150 in SWW.
3. Complete Course Impression Assignment and submit on or before Friday, August 28 via Blackboard assignment drop box.
4. Sign up for a writing partnership on the Peer Review Sign Up sheet at our homepage.
5. Complete the memo of introduction pre-writing and submit the memo of introduction and pre-writing activity via the Blackboard assignment drop box on or before Tuesday, September 1.
6. Complete the memo of introduction pre-writing and submit the memo of introduction and pre-writing activity via the Blackboard assignment drop box on or before Tuesday, September 1.
7. Read and listen to the chapter reviews for Chapter 1 & 4. They are in the Lecture area of the homepage. Take the self check (Ace tests) for these chapters. They can be found in the exam area.
8. Complete the ENG 3010 Questionnaire on either Aug. 28, 29, or 30. It can be found in the exam folder.

Week Two (August 31-September 4) Audience and Purpose Analysis: Discussion One, Introduction to Occupation Analysis Project, and Pre-writing Activities

1. Participate in Discussion 1 at our discussion site. This activity is open from September 2-9. Discussion makeup is not available so participate in each discussion.
2. In SWW, check out pages 241-280 (How to Get a Job), especially concentrate on the samples. Resume samples = 255, 259, 263, 264, 265, 270, 271; letter samples= 275,277, 278, and 279.
3. Exchange drafts of Part 1 with your writing partner (your resume and cover letter). Use the grading rubric to rate and evaluate your partner's drafts. Evaluations should be completed by Tuesday, September 8. Send a copy of the grading rubric to your writing partner and the instructor.
4. Check out project 2, the interview or alternative project. For the interview project, you will need to select a contact person so that you can gather the required information for this memo report.
5. If you choose to do the alternative project, the description is located on page 71 of SWW--#6. Check out the sample of this project on pages 53-54.
6. Read and listen to the chapter reviews for Chapter 2, 5, and 7. They are in the Lecture area of the homepage. Take the self check (Ace tests) for these chapters. They can be found in the exam area.

Week Three (September 8-11; September 7 is the Labor Day Holiday) Continuation of Occupation Analysis Project (Cover Memo To The Instructor)

1. In SWW, check pages 599-616 for information on writing your memo of analysis (Part 2 of the Occupation Analysis)--the cover memo to the instructor)
2. Complete the pre-writing activity for Part 2 of the Occupation Analysis project and write a draft of the cover memo to the instructor. Exchange this draft with your writing partner and submit an evaluation of this draft (using the grading grid) to the instructor and writing partner on or before Friday, September 11.
3. The entire Occupation Analysis project is due on Friday, September 18. Please submit the professional job ad, resume, cover letter, and cover memo.
4. Participate in Discussion #2 that will be available September 9-16.
5. Read and listen to the chapter review for Chapter 14. It is in the Lecture area of the homepage. Take the self check (Ace tests) for this chapter. They can be found in the exam area.

Week Four (September 14-18) Project 2—The Professional Interview Project or the Alternative Project

1. In SWW, read pages 599-634 to gather more information about writing short memo reports (such as for project 2). For information on the APA documentation system, check out pages 365-374 in SWW.
2. Write a draft of the interview report or the alternative project; exchange it with your writing partner. Complete an evaluation of the draft and send the completed grading rubric to your writing partner and the instructor on or before September 24.
3. Project 2 (the interview or alternative project) is due on Monday, September 28.
4. Participate in Discussion 3; it will be open September 16-23.
5. Read and listen to the chapter reviews for Chapter 6 & 8. They are in the Lecture area of the homepage. Take the self check (Ace tests) for these chapters. They can be found in the exam area.

Week Five (September 21-25) Introduction to News Release Project

1. Collect professional news releases from corporate, organizational, and government agency sites. Examples of possible choices include these sites: Harley Davidson, Ford, DuPont, Wells Fargo, Zion National Park Official Site, National Diabetic Association, etc. After you have collected five varied press releases, carefully read them to study their message and how they are written.
2. Check out information on writing successful news releases (press releases) on pages 420-428.
3. Read suggested topics for news releases on page 433--#10 and #11.
4. Complete the pre-writing activity for your own news release and write a draft of the news release. Exchange a draft of this project with your writing partner. Send a copy of the completed grading rubric to your writing partner and the course instructor on or before

Monday, October 5. Project 3 (the news release project) is due on or before Monday, October 13.

5. Participate in discussion 4; it will be open September 29-October 6.
6. Read and listen to the chapter reviews for Chapter 9. It is in the Lecture area of the homepage. Take the self check (Ace tests) for this chapter. It can be found in the exam area.

Week Six (September 28-October 2) Collaboration in Professional Writing and Introduction to Collaborative Project

1. Read the description for the collaborative project.
2. With your writing partners, select a project topic for the collaborative project.
3. Send an email to the course instructor to inform her about your collaborative project; include the following information: choice of collaborative project topic, purpose, targeted audience, format for the project, and types of visuals that will be included. Send this Blackboard email on or before the following date: Wednesday, October 7.
4. In SWW, read pages 76-115.
5. Work on individual tasks for collaborative project. Also, keep a log of your work time on completing tasks for the collaborative project.
6. Participate in Discussion 5; it will be open from October 7-October 14.
7. Read and listen to the chapter reviews for Chapter 3 & 12. They are in the Lecture area of the homepage. Take the self check (Ace tests) for these chapters. They can be found in the exam area.

Week Seven (October 5-9) Continuation of Collaborative Project

1. In SWW, read pages 437-483 (Designing Clear Visuals) and 526-558 (Writing Instructions and Procedures).
2. Continue working on individual tasks for collaborative project.
3. Take Midterm Exam in the DSC Testing Center, or arrange to take the exam in a proctored situation at a public library or college/university testing center.
4. Read and listen to the chapter reviews for Chapter 10 & 11. They are in the Lecture area of the homepage. Take the self check (Ace tests) for these chapters. They can be found in the exam area

Week Eight (October 12-14; Fall Semester Break=October 15-16)

1. Evaluate the quality of your team's collaborative project using the provided grading grid. Discuss what revision/changes are needed.
2. The Collaborative project is due on Monday, October 19.
3. Your individual evaluation of the collaborative effort and your work log are also due on Monday, October 19.

Week Nine (October 19-23) Introduction to the Research Proposal

1. Read the description of the research report and check the work schedule. For sample reports, check out 375-388 and 652-667.
2. In SWW, check out the student research proposal on pages 588-590.
3. A draft of your research proposal will be due on Wednesday, November 4.
4. Participate in Discussion #6; it will be open from October 21-28.
5. Read and listen to the chapter reviews for Chapter 13. It is in the Lecture area of the homepage. Take the self check (Ace tests) for this chapter. It can be found in the exam area.

Week Ten (October 26-30) Continuation of Proposal Drafting and Research Collecting

1. In SWW, read pages 638-651.
2. Collect research resources and work on drafting research proposal.
3. Exchange and evaluate writing partner's proposal. Send completed grading rubric to writing partner and instructor on or before Monday, November 2.
4. The proposal is due on or before Monday, November 9.

Week Eleven (November 2-6) Further Research Considerations and Documentation

1. Further examine research resources presented in proposal.
2. Complete report pre-writing activity.
3. Participate in Discussion #7; it will be open from November 4-11.
4. Review Chapter 8 again for documentation in the research proposal and report.

Week Twelve (November 9-13) Drafting the Final Report

1. Check out the report sections via the sample report on pages 652-667. You also can check out the report on pages 375-388.
2. Draft your research report.
3. Exchange and evaluate writing partner's draft. Also, forward a copy of your draft to the instructor on or before Friday, November 20.

Week Thirteen (November 16; 18-20; November 17 is Career Day) The Progress Memo

1. Write a progress memo or email; use the progress memo examples on pages 612-615 as your models.
2. Continue working on your final report.
3. Submit a draft of the final report to your writing partner and instructor for evaluation. Use the provided grading grid to evaluate your writing partner's draft.

Week Fourteen (November 23-24; Thanksgiving Break=Nov. 25-27) Continuation Final Report Work; Thanksgiving Vacation—Enjoy!

1. Continue working on your final report

Week Fifteen (November 30-December 4) Oral Presentation

1. Design and write a slide show using PowerPoint or another method that could be used to accompany an oral presentation of your report to main reader(s). We will be using Wimba communication software or another method to add audio and video to the PowerPoint slides.
2. Exchange and evaluate oral presentations with your writing partner. Use the provided grading grid to evaluate the presentation.
3. Participate in Discussion #8; it will be open from December 2-December 9.
4. Read and listen to the chapter reviews for Chapter 16. It is in the Lecture area of the homepage. Take the self check (Ace tests) for this chapter. It can be found in the exam area.

Week Sixteen (December 7-11) Final Work Week for the Research Report and the Oral Presentation

1. Use evaluative comments from the instructor and your writing partner to make any necessary changes to your final report or your oral presentation.
2. The final research report and the oral presentation are due on Wednesday, December 9. No exceptions will be made for this deadline.
3. Study for the final exam.

Week Seventeen (December 14-18) Final Exam Week; Course Final Exam

1. Take the final exam available in the DSC Testing Center. If you are off campus, you will need to make arrangements to take the test in a proctored setting at a public library or college/university testing center.
2. Make sure you have completed any assigned course evaluation.

