ENGL 3301.001
Principles of Professional and Report Writing
Summer II 2014/Summer in Scotland

WELCOME to this writing community. In this setting you will be involved in various writing projects that allow you (1) to identify needs related to your academic objectives and your future workplace and respond to those needs and (2) to address concerns or problems in the community that affect you in some manner. The main objective of this class is to help you gain the skills needed to think through these needs/concerns, analyze the audience(s) involved, secure various types of resources, generate solutions, and present these solutions in an effective manner. In class and beyond the classroom, you will work collaboratively with your classmates to benefit from the competencies that each one of you brings to this writing and learning community as we immerse ourselves in each project. (In this classroom context, your teacher will function as an active participant in this community.) You have authority as a writer; your teacher is not the only expert in this class. In fact, in this student-centered course you will emerge as an expert. You will not passively receive information from the teachers. You will conduct interviews with professionals in your future workplaces, request information from contact persons within the community, study and respond to the ideas of other writers, search for many types of other information (both traditional sources and online sources as well), and interact with your peers. YOUR ROLE as a student is to make important decisions and choices based on the information you gather and interpret. You will work as an independent and active learner in a collaborative environment.

Required Texts and Materials

- Some reliable way to electronically save your work
- Computer access/internet access/word processing programs
Course Objectives  By becoming aware of the writing required to be successful in the workplace and analyzing the different types of writing, you will gain an understanding of the following concepts and be able to apply them to multiple writing situations:

- Audience - identify and understand the audience, writing for multiple readers
- Purpose - what do you want your writing to do
- Format - how will you present the information
- Role of collaboration in the writing process - peer review, roles and functions of collaborating members
- Revision/Editing - how each is revision different from editing, how does revision relate to audience and purpose
- Role of Others (including your teacher) in the Writing Process
- Design Elements - white space, paragraphing, headers & footers, document styles, typefaces, and visual aids
- Role of Research - questionnaires & surveys, company publications and in-house documents, computer data bases,

You will understand and use these elements by writing and working with the following types of writing:

- Memos and Short Reports
- Reports and Proposals
- Interviews
- Instructions and Other Forms of Technical Writing
- Correspondence
- Job Search Documents
- Oral Reports
- Numerous Other Formats Based on the Needs of the Audience

Student Learning Outcomes

By engaging in the course activities, students will

(1) identify a need or problem by describing the factors involved

(2) generate a viable solution to the need or problem

(3) create a document that reflects an effective interweaving of purpose and audience.

Writing Workshop  This class is designed as a hands-on writing workshop class. You will have an active role as you work on the phases of each project and respond to the work of your classmates and receive on your work. This class is designed to give you experiences that are similar to those you will experience in the workplace so you will also receive feedback from others outside the class. We will work on your assignments everyday. The work is on-going and hands-on. Writing is an active process and the more you actively participate, the better results you will see in your writing progress.
**Peer Review.** Professional writing means *always* having someone (usually a supervisor or co-worker) read, evaluate, and assess your work before it "goes out." As a regular part of the class, you will bring drafts to class of what you have written, and your classmates will review it for you. "Draft" means "as good as you can make it," not a few lines thrown together. **If you do not have a draft during a peer review session, that portion of the assignment will be docked a ten percent penalty of your portfolios's final grade.**

**Grading**

75% of your grade will come from 3 portfolio projects, which can be found at [http://falcon.tamucc.edu/~cetheridge/porftoli.html](http://falcon.tamucc.edu/~cetheridge/porftoli.html).

All of your major work will be posted on Wiki at [http://english.tamucc.edu/wiki/CEtheridge/IndividualStudentFoliosSummer2010](http://english.tamucc.edu/wiki/CEtheridge/IndividualStudentFoliosSummer2010). Although the class won't be completely paperless, posting your work on line will save paper, will save you money by limiting the amount you need to print, and will also insure your work is readily available to you wherever on the planet you happen to be.

10% of your grade will be based on responsibility, which equals active participation and a professional attitude. If you are prepared, turn your work in on time, and exhibit an attitude of personal responsibility for your grade and your writing progress, you will receive full credit in this area as well. In our individual meetings I will ask for feedback from you regarding your responsibility grade. If you habitually leave class early, don't provide your peers with feedback on their writing, or don't do daily assignments, this, too, will be factored in.

15% will come from your in-class writing and your reflective summaries about reading.

**Citations:** I prefer that you use MLA format when documenting or citing material; however, if your academic "home discipline" uses another, I will accept that provided you let me know what it is and can "point" me to some style guidelines for that format. (I am familiar enough with APA and Chicago that I don't need a style sheet for either).

**Attendance and Tardy Policy** This is a project-driven class. It is about you learning by doing things. Attendance is more critical in this course than it is in any other class you have ever taken. Each class is designed to teach you something specifically about professional and workplace writing. Even more important, it is designed to keep you "on pace" to get all three required portfolios done by the end of the term. If you miss a class day for any reason, you still need to do your best to make sure you do the work for that day anyway. That's not a penalty--it's just that there's so much work to do, if you don't, you'll be sunk.

You need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have
some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

**NOTE:** If you accumulate two absences that are unexcused, I reserve the right to penalize your grade up to and including failure of the course. If you miss four or more classes without reasonable explanation, you run the risk of failing.

**Tardies:** This is an afternoon class. If you oversleep, don't tell me. Please don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**Late Assignments** Late assignments must be accompanied by a cover letter that explains why it is late. Keep in mind that in the workplace there would be serious consequences for turning in papers/projects late. Based on your letter, I will determine how much to deduct from your grade.

**Tutoring and Learning Center** This is a valuable, free service for all students. I would encourage all students to take advantage of the service. As you work on rewriting your papers, you should consider going there for some additional feedback as very often a person with another viewpoint can often help us to see different approaches we can take in our writing processes.

**Academic Honesty**

I will follow the policy that appears in the university catalogue. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if you are caught is a zero on the project; you could, potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university.

I only feel it fair to notice that this issue is something the university is "Hot and Bothered" about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn't something we can keep "in house" any more.
Worse, you may have to eat haggis.

All of this can be avoided simply by doing your own work to the best of your ability.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Grade Appeal Process**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Students with Disabilities**

**Notice to Students with Disabilities**: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible. **Students enrolling in this course need to take care of registering with Disability Services and alerting me to any need for accommodation prior to departing the US for the UK.**

**Reminder to English Majors**

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.
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| July 7 |  - **NOTE:** Course begins in the UK.  
  - Read "Writing: A Ticket . . ." pp. 3-5.  
  - Read syllabus **very** carefully and send an email to Dr. E at charles.etheridge@tamucc.edu stating you have read the syllabus.  
  - Thoroughly review Portfolio One assignment.  
  - For next time, Write a 1-2 page account of your background, your family, the jobs you have held, the writing you have done in those jobs, and your career plans.  
  - Familiarizing yourself with facilities, transport, etc. |
| 8     |  - Read Garza 1-6 and Adelstien 11-15.  
  - Discussion of Workplace Literacy  
  - Come to class with ideas about how to find someone to interview for this project.  
  - Post ten open-ended interview questions. |
| 9     |  - Read Zinsser, pages 27-33.  
  - Critique each other’s interview questions.  
  - Submit to me, in writing, the name and contact info (phone no and e-mail address) of the person you are interviewing |
| 10    |  - Bring, to class, an interview you felt was effectively written.  
  - Your interviews MUST BE CONDUCTED by Monday. |
| 14    |  - **Due:** Reflective summary over the previous week's reading.  
  - Write a memo from you to people in your workplace, student organization, or family, apprising them of a meeting. |
| 15    |  - Read advice on at least two different kinds of professional letter writing from [Write Express](#).  
  - Peer review your CWIM; it must either |
| 16    |  - Read Flower and Ackerman; click [here](#) to download.  
  - Peer Review of Career Related Document.  
  - Discussion of checklists and |
<p>| 17    |  - Before finishing PO One, read the list of <a href="#">Deadwood Phrases, Poor Writing and Wordiness</a>. Did you use these phrases in your |</p>
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| 21   | Meet with local agencies for PO3.  
Read either Garza 64-71 or my online Portfolio Two Assignment (they are pretty much the same; either way, look through each of the options).  
In class, find online advice for resume writing in your chosen career field.  
In class, create a timeline for completing PO2.  
Get started.  
**Due:** Reflective summary over the previous week's reading. |
| 21   | Read Camenson, 121-137.  
**Due:** a thoughtful, well written response to each of the self-assessment steps in Camenson.  
Discussion of Resumes  
Work in Class on Portfolio Two.  
In-class, write a mid-semester self-evaluation In a memo to me, evaluate your learning. What has worked? What has been difficult? What new |
| 22   | Read Beatty, 107-123.  
Read Munshcauer 77-106.  
Work in class, and out of class, on Portfolio Two.  
**Due:** A very brief description of your project, including the name, address, phone number, and e-mail address of the contact person for the agency with which you are working. I will communicate with your contact person |
| 23   | **Portfolio Two Due.**  
Carefully read the Portfolio Three assignment page.  
MASSIVE WORK DAY on Portfolio Three. |
strategies will you use to finish the semester? What information do you need from me so you can complete this portfolio--and this course--to the best of your abilities? What information do you need to successfully complete Portfolio Two.

<p>| 28 | MASSIVE WORK DAY on Portfolio Three. | 29 | Read Harris 147-155. View Presentations from previous students on their projects. Begin drafting your proposal. |
| 30 | Proposal Due. Read Mathes and Stephenson, 156-70. You will, orally, summarize your proposal to the class, and you will be prepared to answer questions. |
| 31 | Read 8 e-mail mistakes that make you look bad. Discussion of how to document a need. In class critique of previous students' work. Was the student successful at proving a problem exists and in showing how or why the |</p>
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<td>• <strong>BACK IN USA</strong>&lt;br&gt;• Work on documents you are creating on behalf of your agency.&lt;br&gt;• Show me what you are doing.&lt;br&gt;• <strong>Due:</strong> Reflective summary over the previous week's reading.</td>
<td>• Work on Portfolio Three. Check the assignment regularly to make sure you are making good progress on all elements of it.&lt;br&gt;• You should have a good draft of everything but your Introductory Memorandum by this date and should have feedback on your documents from your contact person.</td>
<td>• Work on Portfolio three.&lt;br&gt;• Draft Introductory Memorandum.</td>
<td>• <strong>Portfolio Three Due</strong></td>
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**Electronics Policies**

If your cell phone works in the UK, cell phones may be used when they are part of the business of the class—doing research, communicating with an agency, etc). While we’re on the subject of technology, note that you may not "record" any class, either in an audio or visual format, without the instructor’s permission. I'll likely give it, but you do need to ask. We are in a computer environment; your use of the computer should be class related--doing projects or taking notes. E-mail may only be used for class-related business. Although I don't like to make
such draconian pronouncements, there is rarely a professional reason in the world to be on a social networking website during class time; if I see that you are doing it, I will not say a word. I will, however, not it in my gradebook and will deduct points from your "Professional Responsibility" grade, which is ten percent of the total.

**In Conclusion**

This should be a worthwhile and even enjoyable class. You can count on me to make class as interesting and as stimulating as possible. Finally, I am here to help you, but I cannot do so unless you let me know when you need help. Communicate.