

ENGL 2040: PROFESSIONAL BUSINESS WRITING

Spring 2011 (#1, T 1/11)

Instructor	Dr. Carole Schuyler (SKY ler)
Class Sections	-01/CRN 10302: TR 10:00-11:20 in ELC 313, -02/CRN 11595: TR 1:00-2:20 in BUS 207
Office, Office Hours	BC 303E, 11:30-12:50
Email, Telephone	435-865-8088, carolschuyler@suu.edu, caroleschuyler@gmail.com

Course Description

Designed to help students write business and professional documents. Emphasizes a variety of organizational and problem-solving approaches that lead to logical conclusions and recommendations. Students give presentations, create resumes, and practice interview skills. Business English grammar is reviewed and discussed. Prerequisites: CSIS 1000 and ENGL 1010. (Fall, Spring—3 credits)

Course Goals

Writing

- Write and critique a variety of workplace documents: a problem-solution letter or memo; job search documents; set of instructions (armchair or workbench) or description with process analysis; and a long formal report
- Apply document design principles and incorporate visuals as appropriate to clarify and condense information
- Use the recursive writing process to plan, research, and develop documents
- Collaborate as a team member to produce the formal report and present the information to an audience
- Write clear, concise, concrete, coherent, correct, courteous sentences and paragraphs

Writing/Thinking Objectives

- Analyze sample documents for purpose, audience, content, organization, style (including tone), format, and media
- Plan an extended document or a set of complementary documents
- Adapt content, organization, style, format, and media for different professional audiences, both domestic and international
- Recognize ethical dilemmas in workplace communication and apply solutions to them

Research Objectives

- Participate in primary and secondary research relevant to chosen topics
- Become aware of, evaluate, and use print and online sources for business, industrial, technological, scientific, and government information
- Synthesize research with your own ideas and writing
- Document research appropriately for your audience and project

Textbooks

Gerson, Sharon J., and Steven M. Gerson. *Workplace Writing: Planning, Packaging, and Perfecting Communication*. Upper Saddle River, NJ: Prentice-Hall, 2010. Print.

ISBN 978-0-13-159969-7

Moore, Roberta, et al. *Pearson Business Reference and Writer's Handbook*. Upper Saddle River, NJ: Prentice-Hall, 2010. Print.

ISBN-10: 0-13-514053-6 or ISBN:13: 978-0-13-514053-6

Class Requirements and Grading

The table below lists the major essay and oral presentation assignments and their scheduled due dates.

Assignment	Value	Due Date
Problem-Solution Memo	10%	T 1/25
Cover Letter and Resume	20%	R 2/10
Individual 10-Minute-Presentation	10%	February to April
Instructions or Description with Process Analysis	20%	T 3/8
Internal Proposal for Group Project	5%	T 3/29
Presentation Evaluation	S-10%	T 4/19
Formal Report, Feasibility Study, or Proposal	15%	T 4/26
Group Presentations of the Formal Report	10%	T 4/26, R 4/28
Class Participation and Final Exam	10%	See Semester Schedule

Your grade is based on the *assignment guidelines* you will receive for each assignment plus your *classmates' performance* according to them. If you do not follow these, your assignment is likely to be "off-task," and your grade will be low or failing. Each of you begins this course with different levels of ability in writing, speaking, research, computer, and collaboration skills. I applaud your diligence in improving yourself in each of these areas during the semester; however, I aim to give performance grades, not effort grades. If there is a grade dispute for this course at any time during your SUU career, you must produce all work with my evaluation.

Grade	Numerical Equivalent	General Rubric
A+	12/98-100	
A	11/93-97	Focused thesis with depth or breadth of insight; relevant, provocative title, intro, and support; coherent organization; attentiveness to rhetorical situation; mature diction and stylistic techniques; correct grammar, mechanics, MLA format and documentation
A-	10/90-92	
B+	9/87-89	
B	8/83-86	Some originality in title, thesis, and intro; specific, interesting support suited to audience; coherent organization; sentence variety; overall correctness
B-	7/80-82	
C+	6/77-79	
C	5/73-76	Basic college-level competency: adequate thesis, support, organization, voice and tone; some awkwardness/mistakes in grammar, mechanics, vocabulary, MLA
C-	4/70-73	
D+	3/67-69	
D	2/63-66	Unclear or too general thesis; insufficient support; incoherent organization; inappropriate voice and tone for an academic audience; many distracting mistakes
D-	1/60-62	
F	0/under 60	

Policies and Procedures

Below are your rights and responsibilities in this class. If this syllabus does not address your questions or concerns, please see me. This syllabus is subject to change, so please listen for updates in class.

Attendance, punctuality, and participation are mandatory; you cannot make up absences without a documented or legitimate excuse. If you miss four TR classes, you forfeit your participation percentage (10%) for the semester; in other words, you will receive an F or 0 on the 12-point scale. Tardiness and early departures will also count against you. If you miss six TR classes, you will likely fail the course.

Due dates: turn in assignments on time unless you have pre-arranged another deadline with me or unless we agree on an "acceptable excuse" and formal verification of it. Otherwise, you will drop a full grade level (e.g., B to C) per class day on the late assignment. All assignments on the Semester Schedule must be word-processed and electronically printed for them to be done by the due date.

Email: check your email daily for updates to the semester schedule. In class, I will tell you when to expect major emails, such as assignment guidelines. Sometimes emails end up in spam folders; sometimes they're inexplicably delayed one or two days; sometimes they're lost. Get your group members' email addresses and email them or me if you do not receive a scheduled email.

Rude and disruptive behavior includes disrespect of others' opinions and inappropriate use of electronic devices during class time. See the SUU Student Responsibilities and Rights section of University Policy (5.46). Use standard English in your emails, fill in the message box, and include your name (which may not be recognizable from your email name).

Academic integrity: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD) in Room 206F of the Sharwan Smith Center or phone (435)865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency management statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>.

HEOA compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

The Writing Center

Starting the second week of the semester, the BC204 Writing Center is open *8-5 Monday through Friday and 1-4 on Saturday* to help you navigate any stage of the writing process. Just visit the center or email writingcenter@suu.edu to reserve your half-hour session or 50-minute appointment with an English major skilled in writing academic papers. They also accommodate walk-in appointments when their schedule board is not filled. They do close early (at noon) on class days that fall before school holidays. They are also closed on holiday weekend Saturdays and during Finals Week. For more information, visit the Writing Center website: <http://suu.edu/hss/English/writingcenter/>.

I will add a half-level grade to the final draft of your projects (except the job search) if a tutor has commented on it and if you have stapled a filled-in Writing Center sheet to the top of the first page. For the job search, I will add a half-level if you have met with Mr. Brent Jones, SUU Resume Specialist and if he has initialed your work.

Semester Schedule

Listen in class for updates to this schedule, and see the individual assignment guideline emails for more details. Every document for peers or myself must be word-processed, printed, and stapled (unless otherwise specified). All readings are in Gerson and Gerson except for those labeled "Pearson."

DAY	ASSIGNMENTS DUE, IN-CLASS ACTIVITIES
	PROBLEM-SOLUTION MEMO OR LETTER
T 1/11	Academic vs. Workplace Writing ppt. Begin Problem-Solution Memo or Letter
R 1/13	Reading due: Ch. 1: 1-40. Syllabus email Classwork: Premium Painting Memo email
T 1/18	Reading due: Examples of problem-solution memos and letters <ul style="list-style-type: none"> ▪ How to market Greenfield proposal: 107-08, 132-33, 158-59, 160-62 ▪ A utility's problem: 121 ▪ Bank employees' poor morale: 123-4 ▪ Inadequate logo: 135 ▪ Replacement of maintenance radios: 270-71 ▪ Employee dismissal: 361-62 ▪ Whether to repair Photo Lab machines: 370 ▪ Revamping an employee newsletter: Moore et al. 305-07 Ch. 10: 264-303, Ch. 13: 368-77 Classwork: groups critique Nicole's Greenfield memo
R 1/20	Mr. Brent Jones, SUU Resume Specialist, will give a presentation in our regular classroom about the job search process Reading due: Ch. 4: 98-113, Ch. 5: 114-41, Ch. 12: 340-67, Ch. 1 Letters A-C, 32-34 (tone)' Pearson 261-65 (memo), letter (265-79)
T 1/25	Writing due: Critique of Nicole's Greenfield memo (10% of semester grade) Print for class: job search documents assignment guidelines, 10-minute presentation assignment guidelines, sentence practice
	JOB SEARCH DOCUMENTS
R 1/27	Classwork: critique of resumes in textbooks, sentence practice
T 2/1	Writing due: peer-edit draft of resume Reading due: Ch. 11: 304-22; Pearson 14-18, 399-409; sentence practice; conferences
R 2/3	Writing due: peer-edit draft of cover letter Reading due: Ch. 11: 323-38; Pearson 409-13 Sentence practice, conferences
T 2/8	Writing due: peer-edit drafts of both resume and cover letter Conferences
R 2/10	Writing due: Final draft of cover letter and resume (10% each, 20% of semester grade) Print out for class: Assignment guidelines for Instructions or Description with Process Analysis, individual 10minute presentations begin and continue through March
	INSTRUCTIONS, DESCRIPTION WITH PROCESS ANALYSIS
T 2/15	Reading due: Ch. 6: 142-53, Ch. 15: 422-30; Reading due: Pearson 353-75 Discuss textbook examples; print out exercise on project for class work; work in groups on it
R 2/17	Writing due: proposal for Instructions or Description with Process Analysis Discuss textbook examples; work in groups on exercise
T 2/22	Work in groups on exercise
R	Work in groups on exercise; discuss exercise in class; turn in exercise

2/24	
T 3/1	Writing due: peer-edit draft of Instructions or Description with Process Analysis Conferences
R 3/3	Revise Instructions or Description with Process Analysis; conferences
T 3/8	Writing due: final draft of Instructions or Description with Process Analysis (20% of semester grade) Print out for class: Group Project assignment guidelines, formal report checklist
	GROUP PROJECT
R 3/10	Reading due: Ch. 18: 508-43 Choose groups and topics; begin internal proposal to me about your topic
T 3/22	Reading due: Ch. 10: 212-37; Pearson 366-78 Discuss examples of formal reports; work on the internal proposal
R 3/24	Work on the internal proposal
T 3/29	Writing due: internal proposal to me for the Group Project (5% of semester grade)
R 3/31	Reading due: Ch. 19: 544-69, Ch. 9: 238-47, Ch. 2: 62-96, Pearson: 255-61 Group work, conferences
T 4/5	Reading due: Ch. 16: 448-68, Ch. 17: 486-89 Group work, conferences
R 4/7	Group work, conferences
T 4/12	Group work, conferences
R 4/14	Group work, conferences
T 4/19	Group work, conferences
R 4/21	Writing due: peer-edit draft of the Formal Report Application of the checklist to the formal report; group work, conferences
T 4/26	Writing due: final draft of the Formal Report Oral presentations and critiques
R 4/28	Oral presentations and critiques
R 5/5, W 5/4	-01: Final Exam: TR 10:00: 11-12:50 in our classroom -02: Final Exam: TR 1:00: 3-4:50 in our classroom