

Writing 3015: Professional Writing

Spring 2018

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Course Description

The WRTG 3015 course is designed to prepare you for on-the-job writing in business and technical professions. In this class, you will practice writing a variety of professional documents such as resumes, business letters, memos, proposals, and reports. Two key assumptions behind the course are worth noting here. 1) Workplace audiences are different from academic ones in how they read (as well as listen) and respond to communications; and 2) An effective communicator in the professional arena always considers her audience and her purpose as she plans, drafts, and revises her communication.

The Learning Objectives of Professional Writing are for you to be able to:

- **Critically assess and analyze a writing task and its rhetorical context**, including the purpose of the communication, its audience, its uses, and its constraints.
- Study the basic features of **professional writing genres** and learn how to modify these features in response to audience and situation.
- **Compose professional documents** that are usable, persuasive, clear, accurate, and readable.
- Develop a professional style for **working in teams** and managing team projects.

Course Requirements

Course Readings

Digital Readings on our Canvas site

Grades

Each major assignment will receive a numerical grade. At the end of the term, your overall grade will be calculated by taking the points received for each assignment (including points for participation and class work) and then summing the results.

Grading Scale

93-100	A	87-89	B+	77-79	C+	67-69	D+	00-59	E
90-92	A-	83-86	B	73-76	C	63-66	D		
		80-82	B-	70-72	C-	60-62	D-		

Course Assignments

In addition to staying current with readings and contributing to class discussions, you will be expected to complete a variety of assignments during the semester.

WEEKLY ASSIGNMENTS (30%)		
	Discussions, worksheets, project plans, peer reviews	30
JOB SEARCH ASSIGNMENT (20%)		
	Resume	10
	Cover Letter	10
	Interview Response	10
	Assessment Memo	5
POLICY CASE MEMO (15%)		
	Policy Case Memo	15
	Mid-Term Progress Report	15
CLIENT PROJECT (35%)		
	Scope of Work	10
	Evaluation and Feedback Form	10
	Final Client Deliverable	25
	Client Presentation	10
	TOTAL:	150

Course Policies and Procedures

Standard for Assignments

Each project must be computer-generated with standard formatting requirements. (i.e., for memos, proposals and papers: standard 8 1/2 x 11" with 1" margins). They should average 250-350 words per page and use no larger than 12-pt. font for main text. Students who fail to adhere to these basic guidelines may have points deducted from their final assignment grade.

Additionally, it is each student's responsibility to retain copies of each assignment and submission. To prevent problems involving corrupt or lost files, electronic copies of each assignment for this class should be saved in at least two places (e.g., on your hard drive and a jump drive or a cloud storage system).

I understand that students usually bring to courses their own individual levels of computer competency and preferences. However, in order to establish some uniformity for the course, students will be required to submit all major assignments as either Word documents or PDFs.

I do not accept late assignments. If you have an emergency, please let me know as soon as possible so we can make arrangements. If you know you have a conflict with an assignment due date, please submit your work ahead of time or contact me to work out a scheduling plan.

Community Engaged Learning (CEL)

The Lowell Bennion Community Service Center describes CEL courses in this way: “Students in community engaged learning courses connect classroom concepts, knowledge and theories with real people and needs by collaborating on projects designed by the students, faculty and community partners.”

In the WRTG 3015 course, a significant portion of our semester will involve working with a designated Community Partner and producing professional documents for their use. As part of this work, students can expect to employ many of the skills we will practice during the course of the semester—including professional email communication, business plan mapping, memo writing, and research in a professional setting. Students, within the frame of the WRTG 3015 course and with my help, will work with their Community Partner to identify a suitable writing target, expectations, and other document features (including suitable format, organization, content/research, and tone).

As a final requirement of the Community Engaged Learning (CEL) component, student teams will present their work to the community partner and the class near the end of the semester, explaining how it was researched and prepared, and how it will be used.

University Academic Policy

What Is Plagiarism?

***Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

- (Council of Writing Program Administrators, National Board, January 2003)

Each student must research, compose, revise and submit his or her own original work in WRTG 3015. Plagiarism is against university standards: Section V. A. of the Student Code states that “Students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating. More information of the [University’s Academic Policies](#) can be found at the linked site.

American with Disabilities Notice

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice should be given to [the Center for Disability Services](#), 162 Olpin Union Building, 801-581-5020 (V/TDD).

CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

U of U Accommodations Policy

The University’s Accommodation Policy “is grounded in University community held values of academic freedom and integrity as well as respect for diversity and individually held beliefs. The Policy creates a structure for responding to accommodation requests grounded in these values.”

Students who must miss class sessions for University designated activities or religious obligations--or who would request modifications to class content--should refer to the [University's Accommodation Policy](#), linked here.

Classroom Community Expectations

I encourage open dialogue and principles of active listening (we will discuss what these mean all semester long). I strive to make my classrooms an inclusive and safe space for LGBTQ students, students of color, and any other historically marginalized populations. This means I will not tolerate any discriminatory language. If any student engages in purposeful discriminatory behavior, they will be given one warning. If the behavior continues, they will be asked to leave the classroom.

In class, we will respect others' life experiences, observations, and opinions. In order to create a collaborative environment, I ask that you:

- Monitor how often you speak. If you raise your hand more than three times in a class, gently notice this and reflect on your communication. In order to facilitate collaboration, I may ask you to hold your comments.
- Monitor how often you do not speak. If you never raise your hand in class, gently notice this and reflect on your communication. I may call on you in class.

Incompletes

The University Writing Program offers Incompletes *only* under extraordinary circumstances. For further information regarding general University grading policy, [click here](#).

Additional Help

If you need further assistance in this—or any—University course, and would prefer to consult a free, outside resource, the following services are available to students:

- ASUU Tutoring Center
- University Writing Center: Located on the second floor of the Marriott Library, the Center offers one-on-one assistance with writing.
- The Purdue Online Writing Lab (OWL): This is an exhaustive and broad resource for writers and contains a wealth of valuable information on issues as diverse as multimedia use, citation techniques, resume and grant writing, and grammar and mechanics. A valuable resource for students who have questions that aren't answered in the course texts.