# ENGL 3405 Professional and Technical Writing [Term]

## Course Instructor:

**[Instructor Name]**
[Institution name]

[Institution address]
Phone number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address: xxxxx@xxx.edu

**Office hours:**
**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messages tool. You can also reach me during office hours at the phone number provided to the left.
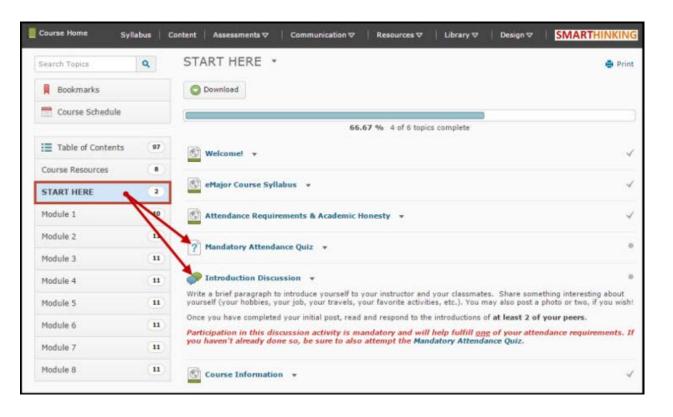
**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: https://emajor.usg.edu/degrees/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

This course will introduce students to basic ethical and rhetorical concepts that govern a multitude of professional and technical situations.

Highlighting the importance of the writing process, this course will concentrate on the fundamentals within professional writing communities in order to train students in effective and persuasive communication. Students will gain intensive practice in composing powerful audience-driven documents such as letters, memos, and job application materials, as well as instructions and formal reports.

Covering a wide range of business principles- from gathering data through primary and secondary research to the planning and organizing of workplace genre sets- this provides practical advice regarding the professional standards that students will encounter in their future careers.

Moreover, students will learn to craft effective presentations supported with appropriate documentary and visual aids as they collaborate on technical research and reporting projects with peers.

### Prerequisites:

- Successful completion of English 1102 - Composition II **--** with a grade of "C" or better.

### Course Learning Outcomes:

1. Students will develop the rhetorical acumen and composing skills needed to prepare a variety of documents required in common business and technical writing contexts.
2. Students will learn teamwork and collaborative authorship skills.
3. Students will develop real-world problem solving techniques.
4. Students will understand and practice the scrupulous attention to detail necessary in a business and technical writing environment.
5. Students will be come aware of techniques for adapting their writing to the demands of a highly audience-driven, context-sensitive field.
6. Students will develop techniques for making effective business presentations to individuals and groups.
7. Students will understand and appreciate internationally and culturally diverse styles of business communication.

## Required Text, Software, and Additional Materials

| | |
|---|---|
| **Title:** *The Essentials of Technical Communication* | |
| **Author(s): Elizabeth Tebeaux & Sam Dragga** | |
| **Publisher: Oxford UP** | |
| **Edition/Year: Third Edition** | |
| **ISBN:  978-0-19-937999-6** | |
| **This text is recommended but not required:** **Secondary Textbook Title:** *The Business Writer's Handbook* **Author(s):** Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu **Edition/Year:** *Any edition of the text is acceptable – no preferred version* | |
| **Type (Required/Optional):** | |

### Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: https://emajor.usg.edu/degrees/textbooks.php. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

### Additional Materials and Resources:

N/A

## Student Services

## Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at https://emajor.usg.edu/future-students/technical-requirements.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

## Tutoring:

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the Smarthinking page under Course Resources or access the following URL for additional Smarthinking technical support information: https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: https://emajor.usg.edu/about/institutions/index.php.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed.  If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: https://emajor.usg.edu/current-students/accessibility-services.php.

## Course Format and Requirements

**Teaching Philosophy:**

**Course Requirements (Instructional Methods):**

1. xxxxxx
2. xxxxxx
3. xxxxxx

**Course Schedule:**

**NOTE:** Schedule is tentative and may be subject to change.

| DATES | Module Content | Assignments |
|---|---|---|
| **WEEK 1** | Course Overview<br><br>Introduction to Professional & Technical Writing | Module 1 Attendance Quiz<br><br>Module 1 Discussion Board: Introduction<br><br>Module 1 Reading Quiz<br><br>Module 1 Discussion Board: Writing Reflection (optional)<br><br>Module 1 Short Assignment: Audience Profile |
| **WEEK 2** | Business Writing Style | Module 2 Reading Quiz<br><br>Module 2 Discussion Board: Writing to an International Audience<br><br>Module 2 Short Assignment: Proofreading<br><br>Module 2 Short Assignment: Revision<br><br>Module 2 Pre-writing activity in preparation for formal report (optional) |
| **WEEK 3** | Business Ethics, Writing Collaboratively, & Memo Writing | Module 3 Reading Quiz<br><br>Module 3 Discussion Board: Team Collaboration/Interaction<br><br>Module 3 Major Assignment: Collaborative Team Memo:  Business Ethics Case |
| **WEEK 4** | Routine Correspondence | Module 4 Reading Quiz<br><br>Module 4 Discussion Board: Example of "bad" writing<br><br>Module 4 Short Assignment: E-mail Assignmenet<br><br>Module 4 Major Assignment: Business Correspondence<br><br>Module 4 Survey in preparation for formal report (optional) |
| **WEEK 5** | Proposals & Presentations | Module 5 Reading Quiz<br><br>Module 5 Discussion Board: Problem Statement<br><br>Module 5 Major Assignment: Proposal: Workplace/Civic Organization/Campus Concern<br><br>Module 5 Major Assignment: Presentation of proposal<br><br>Module 5 Conduct an interview as preparation for formal report (optional) |
|  |  | Module 6 Reading Quiz<br><br>Module 6 Discussion Board: Final Outline for Formal Report |

| WEEK 6 | Research & Design for Business Writing | Module 6 Short Assignment: Procedure or policy- based brochure or newsletter, including visuals/illustrations<br><br>Module 6 Annotated bibliography (optional) |
|---|---|---|
| WEEK 7 | Résumés & Job Application Materials | Module 7 Reading Quiz<br><br>Module 7 Discussion Board: Interview individual with field interview guide & respond<br><br>Module 7 Major Assignment: Job search dossier (personal assessment, job analysis, letter of application, résumé, request for reference, & follow-up)<br><br>Module 7 Capture data collected (i.e. interview, surveys) and represent visually in a table, chart, graph, or other design feature (optional) |
| WEEK 8 | Report Writing & Style | Module 8 Discussion Board: Personal Reflection (optional)<br><br>Module 8 Assignment: Recommendation Report<br>Assignments<br><br>Module 8 Reading Quiz |
| FINAL EXAM PERIOD | | *Final Formal Recommendation Report Due xx/xx* |

# Grading and Standards

## Grade Breakdown:

The following grade breakdown is based on a Points Scale out of **1,000 total points**.

- **Discussion Boards (100 pts)**
  - Welcome & Introduction Discussion – 10 pts
  - 6 required Module/Unit Discussions each worth 15pts (6 x 15 pts each = 90pts)
- **Reading Quizzes (80 pts)**
  - 8 required Reading Quizzes each worth 10 pts (8 x 10 pts each = 80 pts)
    - *Note:* Each quiz will consist of 10 questions (multiple choice & true/false)
- **Short Assignments (150 pts)**
  - Module 1: Audience Profile Assignment – 40 pts
  - Module 2: Proofreading – 20 pts
  - Module 2: Revision Activity – 30 pts
  - Module 4: Email Assignment – 20 pts
  - Module 6: Procedure or policy- based brochure or newsletter, including visuals/illustrations – 40 pts
- **Major Assignments (670 pts)**
  - Module 3: Collaborative Team Memo: Business Ethics Case – 70 pts
  - Module 4: Business Letters – 50 pts
  - Module 5: Workplace/Civic Organization/Campus Concern – 100 pts
  - Module 5: Presentation of Proposal – 50 pts
  - Module 7: Job Search Dossier – 150 pts
  - Module 8: Final Recommendation Report - 250 pts

- **Optional Assignments (70 pts)**
  - *7* optional assignments each worth 10 pts (2 discussions; 5 assignments)
    - *Note:* Not factored into original 1,000 pt breakdown, counted as possible *bonus* on top of other activities if completed. These activities will be built into the Gradebook by default as Bonus items.

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

*-And for the final course grade:*

900 - 1000 points = A
800 - 899  points = B
700 - 799  points = C
600 - 699  points = D
Below 600 points = F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

# Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. You instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

*Due to the truncated nature of the course and that I allow optional assignments for a total of 70 bonus points, I will not accept late assignments.*

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at https://emajor.usg.edu/current-students/student-guide/ for further details on the eMajor Academic Honesty Policy.

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following**

**site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statementcan be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

# Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the eMajor Student Change Request Form to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eMajor website.