

ENGL 3220

Writing for Workplaces

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by appt.

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Section 102

TTh 8-9:15am
Cudahy 417
Marquette University
Course Syllabus

Why We're Here: The Course Description

English 3220 will help you become a better professional communicator. Professional communication is the presentation of workplace material in written and visual formats, and these formats are user centered and respond to their audience and context. To help you learn to respond to audiences and contexts, the course is grounded in rhetorical theory and informed by current research.

Communicators write and speak across multiple audiences and for multiple purposes, and professional fields require these skills. Beyond field-specific knowledge and experience, successful and ethical communication drives the professional world. This class, in content and form, models these successful communication practices. You will learn effective strategies to communicate by working individually and collaboratively.

The course covers the following principle topics:

- Nature and importance of ethical, effective professional communication
- Workplace research methods
- Effective writing process: Planning, drafting, revising, and editing
- Elements of organization, style, persuasion, and document design
- Effective use of visual aids to display information graphically
- Design and delivery of documents and oral presentations

What We'll Learn: Course Goals and Learning Outcomes

After successfully completing the course, you will be able to do the following:

Writing in Context

- Analyze an audience to determine audience's needs, values, and attitudes and compose effective documents that help an audience act.
- Write to the different levels of technical expertise of a range of audiences and stakeholders to foster technical understanding.
- Understand the ethical implications of professional communication.

Project Management

- Understand, develop, and deploy various strategies for planning, researching, drafting, revising, and editing documents both individually and collaboratively.
- Select and use appropriate technologies that effectively and ethically address professional situations and audiences.
- Build professional ethos through documentation and accountability.

Document Design

Make rhetorical design decisions about technical documents, including

- understanding and adapting to genre conventions and expectations of audiences;
- understanding and implementing design principles of format and layout;
- interpreting and arguing with design;
- drafting, researching, testing, revising visual design and information architecture; and
- ensuring the technical accuracy of visual content.

Teamwork

Learn and apply strategies for successful teamwork, such as

- working online with colleagues to determine roles and responsibilities;
- managing team conflicts constructively;
- responding constructively to peers' work;
- soliciting and using peer feedback effectively; and
- achieving team goals.

Research

Understand and use the research methods and strategies necessary to the production of professional documents, including

- working ethically with research participants and subject matter experts;
- locating, evaluating, and using print and online information selectively for particular audiences and purposes;
- triangulating sources of evidence;
- selecting appropriate primary research methods such as interviews, observations, focus groups, and surveys to collect data; and
- applying concepts of usability research, such as user-centered design.

Technology

Use and evaluate the writing technologies frequently used in the workplace, such as emailing, image editing, presentation design and delivery, basic HTML editing, Web browsing, content management, and desktop publishing technologies.

What You Need: Books, Office Supplies, and Technology Responsibilities**Required (additional readings are on D2L)**

Johnson-Sheehan, R. (2015). *Technical communication today* (5th ed.). New York: Pearson/Longman.

Recommended

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

The University of Chicago Press. (2010). *The Chicago manual of style: The essential guide for writers, editors, and publishers* (16th ed.). Chicago: University of Chicago Press.

Williams, R. (2008). *The non-designer's design book: Design and typographic principles for the visual novice* (3rd ed.). Berkeley, CA: Peachpit Press.

Office Supplies (bring items marked with a * to each class meeting)

- Highlighters, tabs, or other supplies to mark the readings*
- A notebook or a way to take notes in class*
- A pen or pencil*
- Printing paper or money to print on campus
- Folder to submit portfolio work

Technology Responsibilities

- Check your Marquette email daily
- Create a folder for this course and save messages. Saving emails ensures you have proof of sending emails, submitting work, etc.
- Use Microsoft Office 365, OneDrive, Google Docs
- Use D2L to read and download documents
- Print documents and papers as needed. Because I offer handwritten comments on papers, I only accept paper copies of assignments.
- Ensure your printer works and has ink and paper. Check the amount of money on your printing account and adjust accordingly.

Required File Naming Convention

In any workplace setting, various individuals share a massive amount of information. If you need to upload a file to D2L or email me a file, and to help ensure that no one's work will become lost over the course of the semester, you must use the following naming convention for saving and submitting documents:

lastname_engl3220s17_assignmentname_date.docx

For example, my file for my class minutes would look like this:
 angeli_engl3220s17_minutes_1-29-17.docx

Any file not submitted in this form will not be counted, must be resubmitted, and will be considered late.

How We'll Achieve Course Goals and Learning Outcomes: Course Work

Your final grade for the semester will be a combination of your grades on the midterm portfolio (40%); the final portfolio (50%); and class participation, professionalism, and attendance (10%).

I am happy to discuss feedback with you 24 hours after you have received a project.

Portfolio

In creating your portfolios, you will reflect on your writing, research, and growth over the semester. Your portfolios will include the following documents and highlight your learning process and writing development. As such, you will revise these documents all semester. For texts of your choice, you can include relevant emails, peer review comments, essay drafts, in-class writing, brainstorming, drafts showing your revision or the progress made, written feedback, or any related writing or work for the course.

Midterm Portfolio (40%)

1. Professional bio
2. Career memo
3. Career dossier: master résumé/CV, targeted résumé/CV, cover letter/personal statement, and job/program description of your choice
4. Reflection letter
5. Other texts of your choice

Final Portfolio (50%)

1. Revised professional bio
2. Revised career dossier: master résumé/CV, targeted résumé/CV, cover letter/personal statement, and job/program description of your choice
3. Document redesign and analytical report
4. Instructions and usability testing report (collaborative)
5. Reflection letter
6. Class minutes
7. Other texts of your choice

Scaffolding Assignments

Scaffolding assignments help you complete the projects and your midterm and final portfolio, and they will support our class discussion. As such, these assignments are not graded, but missed, late, or incomplete assignments negatively affect professionalism.

Assessment Scheme for Scaffolding Assignments

Scaffolding assignments are assessed according to completion level.

- L = late in the process, fully completed

- Fulfills all assignment requirements
- Demonstrates that you've completed corresponding course readings
- Illustrates that you are prepared to complete the corresponding project
- M = middle of the process, mostly completed
 - Fulfills most of the assignment requirements
 - Demonstrates that you have completed most of corresponding course readings and/or generally understood them
 - Illustrates that you are mostly prepared to complete the corresponding project but you might want to schedule an office hour appointment to discuss details
- E = early in the process, incomplete
 - Does not fulfill basic requirements
 - Demonstrates that you did not complete corresponding course readings and/or completed the answers quickly, perhaps in class or right before class
 - Illustrates that you are not prepared to complete the corresponding project; office hour appointment strongly encouraged

Career Memo – Individual

In this first assignment, you will research your career path and write about how you will use writing and technology in your career. Use websites like the Bureau of Labor Statistics to support your findings. This project includes one deliverable, the report.

Career Dossier – Individual

In any professional career, you will apply for jobs, promotions, or admission into a program. In this project, you will write a job advertisement or graduate school program and use rhetorical strategies to compose a clear and persuasive application documents that utilize strong document design. This project includes three deliverables: master résumé/CV, targeted résumé/CV, and cover letter/personal statement, and the job/program description for which you're applying.

Document Redesign and Analytical Report (DRAR) – Individual

Effective proposal writing is a crucial skill in today's workplaces. In this project, you will compose a proposal that presents your suggestions for a redesign of a document that is used in your field of study. As part of this project, you also will complete a redesign of the selected document using appropriate technologies. This project's deliverables include: a memo outlining your project plans, a practice document, an analytical report, and the redesigned document.

Instructions Document and Usability Report (IDUT) – Collaborative

Instructions and other kinds of documentation are among the least noticed but most important documents in the workplace. In this project, you will compose a set of instructions or procedures/protocols that document how to complete some task. Also, you will conduct usability testing on your composed documents. This project's deliverables include: a proposal and Gantt chart outlining your team's deadlines and responsibilities, Team Activity Reports (TAR), instructions, usability testing, and a usability report.

Class Minutes

During two classes this semester, you will be responsible for taking class notes and posting them to [our class Google doc](#). You can take notes on the computer or in a notebook. Please see the [Class Minutes Guidelines PDF](#) for more information.

Professionalism, Participation, and Attendance

Our classroom is a professional environment. We will treat this classroom as a workplace; therefore, professionalism encompasses the intangible aspects of the course. Professionalism has several facets: attendance, courtesy, leadership, collaboration, teamwork, participation, respect, and following directions.

Participation also has several facets: speaking in class, being fully prepared for class, paying full attention, displaying respect towards your colleagues and me, and staying off the computer or your phone. Note that participation and professional overlap.

The following items count against you and will affect this portion of your grade:

- Missing class/conference, arriving late, or leaving early
- Rarely speaking up or routinely participating in a passive, pro-forma way
- Consistently not following directions
- Failing to do your part or to keep in touch with team members
- Failing to be in class when you are assigned to take minutes and/or not writing minutes as required
- Failing to complete or doing rushed, unprofessional work
- Failing to complete assignments for participation credit

Grading Scheme for Work and Professionalism and Participation

I follow Marquette’s policies for undergraduate grading. During the semester, each project will have a detailed prompt that outlines the requirements so you know how to meet your goals outlined your grading contract. Please use the following table as a general guide for assessment.

<i>Letter Grade Ranges</i>	<i>Work Quality</i>	<i>Prof./Participation (any combination of the following characteristics)</i>
A = superior (4.0)	Work needs no revision and exceeds all requirements as listed on the prompts. The documents would be completely acceptable for their intended rhetorical situations. A supervisor would accept the documents without revisions and/or would request minor revisions that could be completed quickly.	Student attended all classes; arrived on time and did not leave early. Actively, appropriately participated all semester. Demonstrated high level of professionalism as outlined above. Actions, attitude are acceptable in professional, academic contexts.

AB (3.5)		
B = good (3.0)	Work meets requirements and needs revision but is generally acceptable. The documents meet all the requirements listed on the prompts, and may go beyond expectations in some areas. The documents would be acceptable for their intended rhetorical situations after revisions. A supervisor would accept the documents but require some revision to improve them.	Student attended most classes; may have arrived late or left early. Participated most of the semester. Demonstrated basic components of professionalism. Actions, attitude are acceptable in professional, academic contexts but may need some improvement.
BC (2.5)		
C = satisfactory (2.0)	Work meets requirements as listed on the prompts but needs revision to be fully acceptable for their intended rhetorical situations. A supervisor may ask for the documents to be revised and resubmitted.	Student missed classes; arrived late or left early consistently. Did not participate or participated in a pro forma way. Demonstrates some aspects of professionalism but needs improvement.
CD (1.5)		
D = minimum passing (1.0)	Work needs significant revision to meet requirements as listed on the prompts and to be acceptable for their intended rhetorical situations. A supervisor would require the author to revise and resubmit the documents.	Student missed many classes; arrived late or left early consistently. Did not participate all semester. Lacked professionalism.
F = failing; unacceptable work (0.0)	Work lacks basic required components. A supervisor would not accept the documents.	Student did not attend enough classes to pass the class. Did not participate all semester and/or contributed negatively. Lacked professionalism consistently.

Meet Deadlines: Late Work and Make-up Policy

Assignments are due on the due date at the beginning of class, in class. They must adhere to the assignment requirements to be accepted (i.e., printed, stapled, etc.). I will

post deadlines and guidelines in advance. In-class activities cannot be made up or submitted late. If an unavoidable problem arises, email me before the deadline.

Follow the Course Email Policy

All emails you send to me must conform to the following seven guidelines:

- Appropriate subject heading that includes your class number and a brief phrase describing the email's content, e.g., "English 3220: Question about Reading"
- Appropriate address line, e.g., "Dear Dr. Angeli,"
- Appropriate closing line, e.g., "Sincerely," "Regards," etc.
- Awareness of appropriate level of formality
- Clear language and a lack of glaring grammatical/spelling problems
- If an attachment is included, clearly refer to and indicate the attachment's relationship to the email message
- Next steps indication, i.e., what the email recipient is to do with the information

If your email doesn't conform to these guidelines, I will reply with a blank email. This blank email is your notice that your original email lacked the above features. Upon receiving this email, please check this list and re-send me your email.

The aim of this email policy is not to punish you for certain writing behaviors. Rather, it is intended to help you develop professional writing practices.

My Responsibilities as the Professor

Throughout the course, I will do the following:

- Prepare you to meet course objectives and learning outcomes
- Establish, explain course objectives, assignments, evaluation criteria, schedule
- Reply to emails within 24 hours Monday through Friday (I do not check email on weekends. Please plan accordingly.)
- Maintain a regular schedule of office hours
- Review and offer directive advice on assignments
- Return graded evaluations of assignments within a reasonable time and, in all cases, before the evaluative feedback would be needed to improve performance on a subsequent assignment

Your Responsibilities as a Student

To earn a satisfactory grade in this course, you are expected to do the following:

- Complete all readings and work before class
- Participate actively and cooperatively in class discussions and group work
- Ask questions respectfully
- Abide by the course policies outlined in the syllabus
- Follow directions; ask questions if directions are unclear

- Hand in complete, carefully written and edited assignments on or before the deadlines for them; print and staple assignments before submitting them
- Demonstrate professional standards for reliability, communication, pro-active problem solving, critical analysis, and cooperation

Be Present: The Attendance and In-class Technology Policies

To be considered present in a class, you must do the following:

- Sign your name on the attendance sheet; you may not have another student sign your name or ask another student to sign in for you
- Keep your cell phone off; do not text
- Arrive to class on time and stay until class is over
- Refrain from being online unless instructed (see “Policy for Screens”)

Marquette does not distinguish between excused and unexcused absences. In short: Don't miss class unless you have no choice. Missing class will affect your course grade. If you need to be absent, contact me ASAP via email or phone. Student athletes: You must present me with documentation for classes that you need to miss.

Penalties for Absences and Arriving Late

- 5+ absences = student withdrawn from the course and assigned WA
- 4 lates = 1 absence. Being late means that you arrive or leave more than 15 minutes from class.

Phone Policy

Phones must be on silent—not vibrate—during class. Texting stops as soon as you enter the classroom and class begins. If you are on your phone during class, you will be marked absent for the day. If you have an emergency and need to access your phone during class, answer your phone in the hall.

Policy for Screens

We are in a computer lab, but you may bring your laptop or tablet to class. You are expected to use any device for class purposes. Do not check social media, websites, email, etc. or work on other homework during class. Doing so will affect your professionalism grade.

Uphold Academic Integrity

You will be held to the traditional standards for academic integrity, which are codified in the Statement on Academic Integrity (<http://tinyurl.com/gt4cgnf>). Violating this policy is likely to have consequences for your grade in the course.

As you'll see from the code, academic integrity encompasses important parts of academic life: being prepared for class, being respectful of other, and representing sources fairly (i.e., avoiding plagiarism). To ensure you do not plagiarize, you must follow either MLA 8th edition or APA 7th edition. You can use the Purdue OWL (<http://owl.english.purdue.edu>) or buy the manual/s.

Students Needing Accommodation for a Disability

Students needing accommodation should contact the Office of Disability Services (ODS) to authorize your accommodation. You may visit ODS at the 707 Building room 503 or call them at 414-288-1645. If you have an accommodation, ODS will contact me, and we will work together to meet those accommodations.

Additional Writing Assistance

If you would like more writing help, make an appointment at Marquette's Writing Center (Raynor 240, 414-288-5542). You also can visit the Purdue OWL (<http://owl.english.purdue.edu/>), and you can come to office hours, too.

Counseling Center

If you are experiencing academic, interpersonal, or behavioral challenges, please contact the Counseling Center (Holthusen Hall 2nd floor) at 414-288-7172. You may also contact me to seek assistance.

Course Schedule*

I will post a more detailed weekly schedule on D2L every Monday by 9am. Use this schedule for long-range planning, and check D2L weekly to ensure you are up-to-date.

<i>Week Topic</i>	Readings (read before class)	Major Deadlines** (print, staple before class)	Conference Schedule, Notes
<i>Week 1 Intro to Course</i>			
T 1/17			
R 1/19	Syllabus, JS Ch. 1, JS pp. 324-325		
<i>Week 2 Rhetoric, Audience</i>	<i>Begin Career Memo</i>		
T 1/24	CM Project Description, Purdue OWL vidcasts Rhetoric: http://tinyurl.com/n7s8ozq Ethos: http://tinyurl.com/ox7m6ud Logos: http://tinyurl.com/ndbkx5u Pathos: http://tinyurl.com/p7yzw5e	Professional bio	Last day to add/drop 1/25
R 1/26	JS Ch. 2 Personas: http://www.slideshare.net/uxpa-dc/redish-user-focus-12-1		Grading contract, phone call due
<i>Week 3 Genre, Ethics</i>			
T 1/31	JS Ch. 5	SA: User persona	
R 2/2	JS Ch. 4		
<i>Week 4 Career Dossier</i>	<i>Begin Career Dossier Project</i>		
T 2/7	CD Project Description JS Ch. 11 pp. 293-311		
R 2/9	JS Ch. 11 pp. 312-328		Conference re: career memo completed
<i>Week 5 Formatting</i>			
T 2/14	JS Ch. 17		
R 2/16	JS Ch. 16		
<i>Week 6 Peer Review</i>			
T 2/21	Workshop CD, in-class conferences	SA: CD draft	
R 2/23	Workshop CD, in-class conferences	SA: CD draft	
<i>Week 7 Analytical Reports</i>	<i>Begin Document Redesign, Analytical Report</i>		
T 2/28	DRAR Project Description JS Ch. 10 pp. 254-289		
R 3/2	JS Ch. 18 pp. 487-494 Creative Commons https://creativecommons.org/licenses , http://tinyurl.com/nb5dcnj	Midterm portfolio due	
<i>Week 8</i>	<i>Spring Break</i>		
T 3/14	Spring Break		
R 3/16	Spring Break		
<i>Week 9</i>			

<i>Design, Persuasion</i>			
T 3/21	Color in Motion, Typography	SA: DRAR project plan memo	
R 3/23	JS Ch. 13		
<i>Week 10 Peer Review</i>			
T 3/28	JS Ch. 19, pp. 499-512, in-class conferences	SA: DRAR draft	
R 3/30	Workshop DRAR, in-class conferences	SA: DRAR draft	Conference re: midterm contract completed
<i>Week 11 Instructables, Collaboration</i>	<i>Begin Instructions Doc, Usability Testing</i>		
T 4/4	IDUT Project Description		
R 4/6	JS Ch. 3		
<i>Week 12 Instructions</i>			
T 4/11	JS Ch. 7	SA: IDUT proposal	
R 4/13	Easter Break, no class		
<i>Week 13 Usability</i>			
T 4/18	JS Ch. 19 512-515, How to plan a usability test http://www.usability.gov/how-to-and-tools/methods/planning-usability-testing.html		4/18 last day to withdraw, p/f
R 4/20	How to run a usability test http://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html	SA: Usability testing plan	
<i>Week 14 Usability Reports, HTML</i>			
T 4/25	JS Ch. 18 pp. 477-486 How to report usability results http://www.usability.gov/how-to-and-tools/methods/reporting-usability-test-results.html		
R 4/27	HTML sites		
<i>Week 15 Developing Presentations</i>			
T 5/2	JS Ch. 20 pp. 521-540 http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/		Group conference re: IDUT completed
R 5/4	JS Ch. 20 540-554		Conference re: final contract completed
<i>Finals Week</i>			
Friday, 5/12	Final presentations, portfolios 1pm-3pm in our classroom		

*Subject to change. I will notify you via class, email, and D2L of changes; **SA = Scaffolding assignment