English 333/Professional Communication

Course Description: Applied rhetoric to develop writing and communication skills for professional settings. Emphasis on building analytical, writing, and oral presentation skills

Prerequisites: English 102 or equivalent; junior or senior standing; completion of all general education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

Class meets [time/day/place]

Instructor/contact info/ office hours

Welcome to English 333, Professional Communication. In this course, you will learn and apply principles of clear communication for professional writers, including how to analyze rhetorical situations and how to plan, write, and revise your documents for purpose and audience. You will gain expertise in planning, drafting, designing, and editing a variety of professional genres, from letters and memos to email and short proposals. You will also develop a clear understanding of your legal and ethical responsibilities as professional communicators.

Successful participation in English 333 will enable students to achieve the following learning outcomes:

1. Assemble a polished writing portfolio, targeted to specific technical audiences and purposes. (CO 1 and 13)
2. Be able to identify, discuss, and use a variety of professional communication genres. (CO 1)
3. Discuss and apply effective strategies for composing, including planning, writing, revising, and editing a variety of documents. (CO 1)
4. Research, identify, and apply design principles to produce effective graphics and visuals for professional documents and reports. (CO 3 and 13)
5. Practice professional communication activities, by collaborating on writing and presentation projects. (CO 1 and CO 13)
6. Produce oral and written reflections on ethical communication practices. (CO 1 and CO 12)

Silver Core Objectives Satisfied by ENG 333:

• CO 13: Integration and Synthesis: Students will be able to synthesize and transfer learning to new complex communication situations.

Silver Core Objectives Integrated by ENG 333:

• CO 12: Ethics: Students will evaluate the ethical principles in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, consider how ethical principles might be applied to ethical dilemmas, and consider the ramifications of various actions.

Silver Core Objectives Developed by ENG 333:
CO1: Effective Composition & Communication: Students will be able to compose written, oral, visual, and other forms of communication for various scholarly, technical, and professional purposes.

CO3: Critical Analysis & Use of Information: Students will be critical consumers of technical information, able to engage in systematic research processes, frame questions, read critically, and obtain information.

Required texts and materials:

Access to a working printer/computer: class workshops require several hard copies of your drafts/cover letters.
Flash drive for saving documents.
Access to webcampus for course materials.

Required Work for ENG 333 (be sure to save copies of all your work on a flash drive).

All work must be turned in to pass, even if you don’t get the points.
Course work = 100 semester points.

20 points: drafts and cover letters for 4 writing projects, including a collaboratively-written brochure, a set of instructions, an expert interview summary, and a letter of application and resume. Each assignment includes a cover letter explaining what you attempted and where you need help from your workshop group.

05 points: workshop responses (Webb gets one hard copy of each letter you write). See workshop handout for details.

05 points short assignments: homework, in-class writing.

20 points: three presentations:
- informational brochure group presentation (5)
- mock interview group presentation (10)
- an expert interview briefing (5)

20 points: semester exam (Apr 7)
30 points: final portfolio and reflective cover letter. The portfolio contains three substantially revised documents with a reflective cover letter that describes revisions to each document as well as explains each one’s purpose and audience (due at our last class May 5).

Your grade will be determined according to the following scale:
A: 93-100
A-: 90-92
B+: 88-89
B: 83-87
B-: 80-82
C+: 78-79
C: 73-77
C-: 70-72
D+: 68-69
D: 63-67
D-: 60-62
F: 59- or below

Guidelines for Assignment Formatting:
- All assignments should be typed, double-spaced, on plain white paper with black ink, and a standard typeface, such as Times New Roman or Arial.
- Include a header w/ page numbers and your name, in MLA format.
- Format the assignment in correct genre, ie., AS a memo or letter or essay.
- Turn in a hard copy of all assignments. I do not accept papers over email.
• Refer to Markel’s end of chapter checklists; check the Purdue “OWL,” or on-line writing lab for usage and format questions.

Course Schedule. Changes (and there will be some) are announced in class and posted to Webcampus.

Week 1  SLO 2, 3
Mon/Jan. 20  No class: Martin Luther King, Jr. Holiday.

Assignment for Wed, Jan. 22:  Please read chapters 1 and 3 in Markel’s Technical Communication.

Wed/Jan 22  Course introduction: defining technical communication and style.
Reading due: chapters 1 and 3 in Markel.
In-class writing practice with brainstorming for memo 1.

Assignment for Monday, Jan. 27:
Memo #1: write a one-page self-introduction, addressed to MW and class members.
☐ Tell us who you are, what your major is, why you are taking ENG 333.
☐ Explain what sort of work you do and what kind of career you aspire to.
☐ How are writing and speaking skills going to be used in your major field?
☐ What specific kinds of writing will you have to do in your profession? Give an example in your memo of the kind of writing you expect to do.
☐ Refer to ch. 1, “measures of excellence,” as you write your memo. Memo should be a typed, single-spaced page. See ch. 14 for memo format.

Assignment for Wed/Jan 29:
Memo #2: evaluate an example of technical writing you’ve had to use. Include a copy of that text or document. Show in your memo what makes this document work or why it is not a clear example of communication. The memo should be about a single typed page (single-spaced).

Week 2  SLO 2, 3, and 5
Mon/Jan. 27  Reading due: Markel, ch. 4, on collaboration.
→Assignment due in class today: Memo #1 and class introductions. Use the journalist’s questions for developing info for Memo #2.

Assignment for Wed/Jan 29:
Memo #2: evaluate an example of technical writing you’ve had to use. Include a copy of that text or document. Show in your memo what makes this document work or why it is not a clear example of communication. The memo should be about a single typed page (single-spaced).

Wed/Jan. 29  Reading due: Markel, ch 5, audience.
→Assignment due in class today: Memo #2: evaluate an example of tech comm. Include a copy of that text or document.
Expect to present your example in class.

Week 3  SLO 2,3,5,6
Mon/Feb. 3  Informational brochure (first team project) assigned.
  ▪ Form teams for informational brochure.
  ▪ Due Wed: audience analysis worksheet (see Markel, p. 86), stating your group’s topic, purpose, and audience: what audience will your brochure target? Why honesty matters: practicing with principles for ethical communication.
  ▪ Markel reading due: ch. 2 (ethics).
Wed/Feb. 5 →Two assignments due:
1) audience analysis worksheet (see Markel) for your brochure.
   Work in class to revise brochure topic, purpose, and audience.
2) sample brochure—bring a hard copy of an informational brochure.
Reading due Markel, ch. 22 (section on brochures).
Review workshop procedure.
Groups brainstorm and research brochure audience (use journalist’s questions).

Week 4  
SLO 3, 5, 6
First writing project due for workshop on Wed.

Mon/Feb. 10  
Reading due Markel, ch. 6 and 21. Groups draft cover letter for Wednesday’s workshop and review workshop procedure.

Wed/Feb. 12 →Brochure assignment due for first workshop.
  ▪ Groups bring 3 copies of their cover letter and draft of brochure to class for distribution to other groups and to MW.
  ▪ Workshop: Groups evaluate TWO other groups’ brochure drafts.
  ▪ Make notes to draft the two response letters.
  ▪ Decide who will be responsible for bringing the hard copies of your letters next WED.
    o Be sure to bring a copy for the group and for MW.

Week 5  
SLO 3, 5
Brochure responses for other groups due Wed.

Mon/Feb. 17: Presidents’ Day: no classes.

Wed/Feb. 19 →Workshop response letters due in class: collaboratively-written responses to other groups due. Bring a copy for other groups and for MW.
  Review style guide (on webcampus).
  In class writing: annotating and editing your letter.
  o Groups read and plan revisions for brochure drafts—these revised brochures will be presented in March.

Week 6  
SLO 2,3,5, 6

Mon/Feb. 24  
Markel reading due: ch. 8 (persuasion) and ch. 14 (correspondence)
In-class practice writing: learn how to write that crucial first sentence of your document. Writing request letters.
Discussion of ethics and technology.
Wed/Feb. 26  → Two assignments due: one good and one poor example of instructions. Bring hard copies of both: evaluate designs that highlight ethical and legal information.

Markel reading due: ch. 20, writing instructions.
♦ Assignment given for the second project, writing instructions.

Week 7  

SLO  2,3,4,5,6
Second Writing Project due Wed: instructions and cover letter

Mon/Mar. 3  → Assignment due: (please type) write a practice set of instructions for a very easy task. Practice with designs that highlight ethical and legal information. User-testing and audience analysis sheet—in class.
♦ Assignment given for the final oral presentation, the expert interview summary. Brainstorm to develop list of possible leads/people to interview.

Wed/Mar. 5  

 → Second writing project due: instructions. Set of instructions and cover letter to group due for 2nd workshop:
 Each person brings x number of copies of their cover letter and draft instructions to class for distribution to workshop group and to MW.
 Group members’ responses due in class on Mon/Mar. 10.

Week 8  

SLO  2,3,5,6

Mon/Mar. 10  → Assignment due: workshop responses for each group member. Markel reading due: ch. 11, 12 (design); review PARC with brochure group. Practice evaluating designs that highlight ethical and legal information in your brochure.
♦ Assignment given: the resume and job application letter.

Wed/Mar. 12  Reading due: Markel ch. 8 and 15: the job search. Bring your old resume to class. Work on the writer’s profile exercise: list of strengths (handout).
♦ Assignment given: The Mock Interview. Groups of 3-4 research a job opening, write up interview questions, and present “a mock interview” to the class. Groups will dramatize a job interview and submit written reflections on the process. Mock interviews begin April 14th. Form interview teams.

Week 9

March 17  Spring Break – no class. Note that the resume/letter is due on Mon/ 24th, and that the brochures are presented in class on Wednesday/26th after spring break.

Week 10  

SLO 2,3,4,5,6
Third Writing Project due Monday
Mon./Mar. 24  Letter of application and resume assignment due for workshop:
   o Bring 3 copies of the letter of application and resume.
   o Include a separate cover letter to group and MW to ask for feedback.
   o Response letters due to group members Mon.

Wed/Mar. 26  ➔ REVISED Brochure hard copy due.
Brochure groups present their revised brochure to class.

Week 11  
SLO 2,3,4,5,6
resume workshop and review for exam

Mon/Mar. 31  ➔ Assignment due: workshop responses for each group member
and copies for MW.
Mock interview groups practice.

Wed/Apr. 2  Review sources for interviewing questions.
➔ Assignment due Please type two possible exam questions for the
semester exam on genre, design, and ethics.
Mock interview groups practice nonverbal communication.

Week 12  
SLO 2,3,4, 6

Mon/Apr. 7  Short answer/essay exam on genre, design, ethics.

Wed/Apr. 9  ➔ Fourth writing project due for full class workshop: bring a draft of your
summary of the interview with a writing/expert in your field. Review
grading criteria for the final presentation of this briefing (Markel, ch. 21).

Week 13  
SLO 2,5
Mock Interviews

Mon/Apr. 14  Groups present mock interviews in class.
Wed/Apr. 16  Groups present mock interviews in class.
Interview reflections due Apr. 21.

Week 14  
SLO 1,2,3,4,5,6

Revising documents for the portfolio. Bring a hard copy of a revised document this week.
Revising, formatting, editing, and proofreading may all sound similar, but they are four
distinct activities.

Mon/Apr. 21  
√ Assignment given: Guidelines for preparing the final portfolio, due May 5.
➔ TWO Assignments due: mock interview reflection (1 pg) and
ONE document that you are revising for the portfolio. Bring questions
about global changes in purpose, focus, audience, and subject.
Reading due: Markel ch. 9 and 10: note the suggestions for coherence in the document (ch. 9) and sentence editing (ch. 10).

Wed/Apr. 23 → Assignments due: draft of cover letter for portfolio and one draft of a document now revised for the portfolio. Local revision workshop in class. Finding and editing passives, forms of to be (verbs), and nominalizations; how to incorporate more action verbs.

Week 15 SLO 2, 4, 5
Mon/Apr 28 conferences with instructor

Wed/Apr 30 → Presentations begin: summary of your interview with a writing expert.

Week 16 SLO 1 and 5
→ Final portfolios due MONDAY, May 5.

May 5: → Final portfolios due today.
→ Presentations: summary of your interview with an expert in your field.

May 12: Final exam period is 2:45- 4:45; presentations conclude.
Bring a SASE if you’d like your portfolios returned by mail.

Have a wonderful summer!

The following University of Nevada Policies are upheld in ENG 333:

Student Absences: NSHE and University policy state that there are no official absences from any university class:

on Academic Dishonesty: “Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.”

on Disability Services: “Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.” Please bring written documentation within the first two weeks of class.

on Audio and Video Recording: “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

on Academic Success Services: “Your student fees cover usage of the Math Center (775) 784-4422, Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These
centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."