**ENG 327.02/ENT 327.01: WRITING FOR PROFESSIONALS AND ENTREPRENEURS**

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**Course Materials:**

* Laptops, tablets, or PCs (bring to class)
* Text: *Business Communication for Success*, Scott McLean, published by Flat World Knowledge.
  + **NOTE:** The **Access Code link** is unique for our course:

<http://students.flatworldknowledge.com/course/2526686>

**You will need to register for your Flat World account for access.**

* + You have the option to purchase their textbook through the bookstore or online and in several digital or print formats. I recommend the **Study Pass option**, which includes the online text, study aids, is $24 and your best value. A Digital All Access Pass includes online and offline formats, study aids, pdf versions, but is a more expensive option and unnecessary**.**
  + You can also search for the course from: [www.flatworldstudents.com](http://www.flatworldstudents.com), using my name, ENG 327, or The University of North Carolina at Greensboro.
  + PowerPoint slides for the text are available and loaded on Canvas for you under **Course Information**.
* All other required readings, texts, professional works, articles, and materials are provided for you on Canvas.

**Course Description:**

**ENG 327** helps prepare you for the writing activities typical of the kinds encountered in the professional workplace—in business, industry, technical, and entrepreneurial settings. As a practical course, ENG 327 develops effective communication and problem-solving skills required and valued by employers, clients, and customers. Since employers increasingly find these skills lacking in today’s work force and college graduates, students who develop proficiency in their written, oral, listening, and technical skills not only improve their success in academic courses, but also in their job searches and chosen careers.

**Teaching Methods and Assignments:**

Using business and professional scenarios and examples, the course stresses the principles and strategies for planning, drafting, revising, producing, and evaluating documents. The course stresses the rhetorical principles and strategies necessary to complete written tasks and to solve problems successfully —however unusual, however routine. These strategies are appropriate for writing tasks in various workplace settings, such as business, management, journalism, media, government, and entrepreneurship. Specific assignments also include proposals, analytical exercises, case studies, and reflections. Analyzing professional writing helps identify ways to present information clearly and to evaluate the credibility of sources.

All assignments and activities are designed to achieve the learning goals of the General Education program, particularly LG1—*to think critically, communicate effectively, and develop appropriate quantitative and information literacies.*

**Student Learning Objectives:**

As a writing intensive course, ENG 327 focuses on the ability to write clearly, coherently, and effectively as well as to adapt modes of communication to one's audience. To that end, Writing in the Professionsuses assignments that require appropriate strategies for accommodating specific audiences for specific purposes. Some of our assignments also make use of peer feedback to develop these skills. Through an interactive, dynamic, learning environment, the course invites you to apply skills to the challenges of today’s workplace. Accordingly, it has the following **educational objectives;** by the end of the course, you will be able to:

* *Identify* effective communication skills in the workplace for professional and entrepreneurial careers
* *Apply* successful communication strategies to professional and entrepreneurial situations by analyzing the rhetorical context
* *Simulate* professional and entrepreneurial experience by writing for specific audiences for specific purposes
* *Create* clear, precise, organized, and correct forms of writing, as well as employ different styles for professional prose
* *Compose, structure, edit, revise, and articulate* responses to communication problems
* *Interact* within groups to respond to written messages and provide evaluative feedback
* *Conduct* research for reports through effective analysis, synthesis, evaluation, and documentation of data
* *Practice* ethical and professional behavior

These **Student Learning Objectives** are reflected in the specifically labeled assignments below.

Ultimately, each class is unique: we will adapt our exercises and activities to accommodate audience and—if necessary—network access to communication technology at the University.

**Course Policies:**

1. Submit all assignments on time, online, and as specified by the syllabus or on dates revised at my discretion. It’s your responsibility to mark due dates on your calendar.
2. Read, edit, and revise all documents for spelling, grammar, style, format, and word-processing errors.
3. All assignments must be neat and look professional, as if submitted to a supervisor or an employer.
4. Any assignment that fails to meet the specifications in format, organization, or style will receive an F. Errors in usage, punctuation, spelling, and standard grammar will reduce your grade.
5. Back up all of your course documents and assignments. “I’m having computer trouble” isn’t a valid excuse. While it may be true, it’s essential to have reliable access to networks and platforms and work ahead of schedule so that you don’t experience a crisis. **Note: Poor planning does not constitute an emergency.** Do not assume because you have *sent* an e-mail that I have *received it.*Professional communication requires personal responsibility for all messages.
6. Required revisions on any assignments are not simply cosmetic adjustments for spelling, spacing, or other minor issues. Most of the time, multiple drafts improve documents (though not always) and are an important part of the writing process. Developing the ability to be your own editor may help determine your overall success at the end of the course by improving your writing skills in a comprehensive way.
7. Plagiarism will result in an F in the course—as well as the University’s maximum penalty. **Understanding the rules of copyrighted materials and citing information from the Internet is particularly important.** Your responsibility as a student in good standing at UNCG demands knowing how to use research materials accurately and ethically.
8. Participation in all assignments, exercises, and assessments is **essential for this course** and an important aspect of professional communication. If you fail to appear for a scheduled presentation with an organization or a company without reasonable and appropriate notification, you may expect that relationship to end; similarly, if you fail to keep your contract with our class, you can expect a similar result.
9. Professional communication requires providing evaluative appraisals and feedback; for us, this activity forms a substantive element of course assessment through peer critiques and Discussion Boards. Specific instructions on how to write a critique are also assignment specific, and information is available on Canvas. Team evaluations and peer presentation appraisals also form a substantive element of assessment by presenters and listeners alike. You will have the opportunity to work in several groups during the semester, and you will be asked to evaluated the effectiveness of a specific team’s activities during assignments, as well as provide a team evaluation at the end of the course.
10. Take care to read all course documents, instructions, and any supplemental materials. When working online or submitting assignments, plan accordingly to allow enough time to process each assignment, as well as to accommodate any network server interruptions or outages or personal obligations. Give yourself a 24-hour cushion for due dates. That’s the safest way to avoid missing an assignment. Post early on assignments requiring feedback.

**Professionalism**

Professionalism is an important element of course conduct and refers to the commitment that a student demonstrates toward coursework, peers, and the instructor. It encompasses participation and respectful attitudes and actions toward course colleagues, on time attendance, and appropriate dress. Professional conduct in the workplace means taking responsibility for your training and performance; to extend the metaphor, it means understanding all class policies and course expectations through one’s own initiative, without reminders or prodding. Cell phone use during class is prohibited. Turn your phones off when you enter the classroom.

* You cannot communicate fully if you are not engaged in the material. Active attendance, participation, and engagement is required.
* **More than two absences** will lower your score by a letter grade. If you miss class, you are responsible for all material assigned. For excused absences, provide supporting documentation (notes from physicians or health centers, etc.) ***Note***: Interviewing or meeting with teams from other classes during class time is not an excused absence. Illness, religious observations, and natural disasters qualify as excused. You are, by state law, allowed two excused absences due to religious holidays, which do not count toward your total allowed absences, as defined by your policy. If you plan to miss class because of religious holidays, you must notify me in writing a week in advance of your absence. Written assignments may be submitted in advance. Accommodations for oral exercises are arranged separately.
* Our class uses laptops and group collaborations. Please be prepared to make effective use of class time and have your files accessible onlaptops, jump drives, or Canvas. Make sure these files will open so that they can be sent or shared. Back-up your work in case of accidents, viruses, or other problems. **Note:** no web-surfing or unauthorized use of laptops, which includes checking facebook. You are expected to focus on course material while in class.

**Behavior Tied to this Course:** I expect the community to be a productive learning environment; thus, respect for others and their ideas is expected and problematic behavior or posts will not be tolerated. The UNCG Disruptive Behavior Policy describes words and deeds as follows: “Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.”

For the entire policy, go to <http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf>

I reserve the right to interpret inappropriate behaviors as I see fit and to address them accordingly; remaining enrolled in my class is your tacit acknowledgement of this right.

**UNCG’s Academic Integrity Policy**

*“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG's Academic Integrity Policy).* To ensure that you understand the university's policy on academic integrity, review the guidelines and list of violations at <<http://academicintegrity.uncg.edu>>. I expect you to abide by the Academic Integrity Policy.

**Depending on the severity of the violation and the significance of the assignment to the final grade, penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to the student being dropped from the class or receiving expulsion from the university. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/**

Note regarding academic integrity policy regarding falsification: **"Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted."** For more information, see <http://sa.uncg.edu/handbook/academic-integrity-policy>

Academic honesty is central to UNCG’s mission and necessary to its vision as a student-centered university. Correct documentation is also a critical part of successful professional communication. Please review information on citations and attributions in Jackson Library’s web page [citation guides](http://uncg.libguides.com/citation) and in our course materials, along with our course page set up for [help with research.](http://uncg.libguides.com/eng327)

**Grades incorporate scores on the following assignment categories:**

|  |  |
| --- | --- |
| **Assignments** | **Percentage of Grade** |
| **Discussion Boards** | **20** |
| **Quizzes** | **20** |
| **Assignments**   * E-mail assignment [SLOs 1-5] * Report/article draft/Critique [SLOs 1-8] * Final draft [SLOs 1-5, 7] * Proposal/Critique [SLOs 1-8] * Digital Proposal/Presentation [SLOs 1-8**]** | **5**  **10**  **5**  **20**  **10** |
| **Team Evaluation** [SLOs 6, 8] | **5** |
| **Final Reflection** [SLO 1]**; no final exam** | **5** |
|  |  |
| **Total** | **100** |

**Grading Criteria for Written Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A: Excellent** | **B: Good** | **C: Average** | **D: Poor** |
| Creativity in meeting all assignment requirements | Met assignment requirements | Met most assignment requirements | Did not meet assignment requirements |
| Free of grammatical and mechanical errors | Few errors | Errors detract from readability | Errors prevent readability |
| Effective message | Clear message | Vague | Unclear language |
| Audience-centered | Audience strategies | Audience appropriate | Unclear or inappropriate audience |
| Clear Organization | Good organization | Organizational pattern attempted | Lack of organization |
| Complex strategies | Good strategies | Strategies attempted | Lacks strategies |
| Visual enhancement (if appropriate) | Effective use of some visual strategies | Visual strategies attempted | Lack of necessary visual support |

Oral Communication Rubrics (evaluation score sheets) are posted on Canvas by specific assignment. Any additional assignment-specific and applicable rubrics are posted with the instructions in each module link on Canvas.

**Grading Scale**

Remember that a grade is an***estimate***of your ***work***and not your***worth****.* You can anticipate your grade through feedback and the following scale. The course has 100 total points:

|  |  |
| --- | --- |
| Grade | Points/Percentile |
| A | 92-100 |
| A- | 90-91.9 |
| B+ | 88-89.9 |
| B | 82-87.9 |
| B- | 80-81.9 |
| C+ | 78-79.9 |
| C | 72-77.9 |
| C- | 70-71.9 |
| D+ | 68-69.9 |
| D | 62-67.9 |
| D- | 60-61.9 |
| F | 59-0 |

* **Note: Assigned grades are not negotiable**. [Operational definition of negotiate: “to deal, bargain, or discuss terms in order to manage a settlement.”] It may be tempting to offer excuses—creative or mundane—as a way of negotiating extensions or bargaining for extra credit. There are no extra credit assignments. All of our assignments count; no graded assignments are dropped.
* If you submit an assignment after the due date, it will not receive a grade. I do not accept late assignments, and acceptance isn’t open for negotiation.
* **When an assignment window opens and closes, it opens and closes for EVERYONE—**to avoid confusion and time-consuming individual adjustments, *please do not ask individually for a preview of the assignment or for a window to open early to accommodate your schedule.*

*As soon as you move one step up from the bottom, your effectiveness depends on your ability to reach others through the written word.* ***Peter Drucker***

*It is difficult to get a man to understand something when his salary depends upon his not understanding it.* ***Upton Sinclair***

*Ignorance more frequently begets confidence than does knowledge: it is those who know little, and not those who know much, who so positively assert that this or that problem will never be solved by science.* ***Charles Darwin***

*In language, clarity is everything.* ***Confucius***

**Schedule of Assignments: Instructions and Guidelines**

* Read the **Syllabus and all assignments** carefully.***Twice (or more).***
* The course is divided into weekly **Modules**. Each week’s assignments appear in this section, along with other supporting documents. The windows for each week’s module open automatically, as do the windows for the quizzes and Discussions. If you suspect a problem exists with one the week’s windows or with one of the quizzes, you may post a question on the FAQs discussion forum. Someone else may know the answer.
* Items are organized according to category under the **Assignments** tabin Canvas’s navigation pane. **Discussions** are listed together, as are **Quizzes**. Those assignmentsrequiring peer feedback or review appear as**Discussions***.*
* The readings serve as signposts for assignments to follow. For example, you may read about the kinds of articles a week before you actually produce one. Regardless of each week’s focus, however, *audience-awareness undergirds every assignment*. After all, you can’t write unless you know the intended recipient. **Course Supplements** appear in a separate module, as do **Style Resources**, which provide additional background and complementary information to our weekly work. PowerPoint slides for the text appear in the Course Supplements module.
* The schedule is subject to change at my discretion, although due dates will remain unchanged unless there are extraordinary circumstances. If the University has technical issues or upgrade interruptions, we may amend our projected deadlines. Consequently, it is imperative that you stay fully aware of any changes. Check the Course Announcement page, and your UNCG e-mail for notifications. Don’t forget that you can choose how you wish to receive your notifications, but be sure to check those regularly.
* Submit all assignments and **label all files** appropriately. [Last name\_assignment title]
* Assignments are due as specified in instructions and on the Syllabus.
* When uploading and downloading documents, **make sure your files appear and will open after you post or submit.** Browsers that interact with our LMS most efficiently include Chrome, Firefox, and Safari. Internet Explorer may result in some lack of functionality for some features of Canvas.
* Quiz links appear in each folder under **Assignments**. Each quiz consists of 25 objective questions based on the assigned readings, designed to help you with course content and practical applications. You may use the text, of course, for reference. Most questions require T/F or multiple-choice responses, although an occasional short answer question might also appear*.*
* FYI: Jackson Library has many useful resources for [conducting research](http://library.uncg.edu/research/) and for [citation guides](http://uncg.libguides.com/citation) and a very helpful, knowledgeable staff available online. “Live Chat” is particularly convenient for those of you working at home or in other locations, if allowed by your company or supervisor.

**Important Dates**

|  |  |
| --- | --- |
| August 26 | Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date |
| October 14 | Last day to drop course(s) without incurring a WF |

**Key:** *BCS* refers to the text, *Business Communication for Success* by Scott McLean, and published by Flat World Knowledge. The access link to the text appears on page 1 of this syllabus. Assigned readings appear in the table below by chapter. All Assignments, instructions, and quizzes appear in Modules on Canvas, as do Discussion Board forums and associated readings, except for those we conduct in class. The first forum in the Discussions area contains FAQs for the course.

If you are unfamiliar with Canvas, please spend some time navigating the site and exploring the student guide for assistance on functions, uploading files, etc. Also keep a personal calendar to coordinate your schedule with the assignments listed on the course site.

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| --- | --- | --- |
| Date | Subject Area | Assignments |
| **Week 1**  **8/23, 25** | **Course Overview: Getting Started**   * Course Policies and Procedures * Academic Integrity Policy * Review Discussion Board FAQs * Effective Communication with Faculty   **Language and Effective Communication**   * Learning Styles Inventory * Self-understanding; self-concept | **Readings**   * Syllabus and FAQs * *BCS*, Chapter 1 * *BCS*, Chapter 2   In class interviews  Two-minute dossiers (in class)  **Discussion Board #1 due 8/25**   * Complete **Learning Styles** assessment and post self-introductions * Read peer entries on Discussion Board #1**;** responses due **8/28** |
| **Week 2**  **8/30, 9/1** | **Purpose**  **Audience-centered messages**   * Routine messages—memos, e-mail, letters   Course Document Posted:  *Be Your Own Editor* | **Readings**   * *BCS*, Chapter 9 * Memo example; in class revision   **Learning Style** results in class   * **Article discussions 8/30, 9/1**   **Quiz #1 due 9/4** |
| **Week 3**  **9/6, 8** | **Audience, Perception, and Feedback**  **Evaluation**   * Assessing professional writing * Providing Constructive Peer Feedback | **Readings**   * *BCS*, Chapter 3 * *BCS*, Chapter 8 * *In Pursuit of Happiness* (posted document) * Guidelines for Writing Critiques * How to Write a Summary * In-class summary * **Article discussions 9/8**   E-mail assignment **due 9/8** |
| **Week 4**  **9/13, 15** | **Research Methods and Databases**   * [Citation Guides](http://uncg.libguides.com/citation), [ENG 327 Reference site](http://uncg.libguides.com/eng327)   **Reading for Accuracy and Credibility**   * Evaluating online sources   *The New York Times* Reader’s Guide  [News Analysis](http://www.nytimes.com/content/help/site/readerguide/guide.html) | **Readings**   * *BCS*, Chapter 7 * *The Power of Concentration,* Maria Konnikova * **Article discussions 9/15**   **9/13** Guest Lecture on Research Methods: Steve Cramer, Business Librarian, Jackson Library  **Discussion Board #2 due 9/15**  **Quiz #2 due by 9/18** |
| **Week 5**  **9/20, 22** | **Ethics, Plagiarism, and Reliable Sources**   * Reporting factual information * Audience-centeredness   **Facts, Research, and Documentation** | **Readings**   * *BCS,* Chapter 5 * *Thinking Ethically,* Robert Solomon   Short article or report rough draft **due 9/20; in-class workshop**   * **Article discussions 9/22**   Peer critiques **due 9/25** |
| **Week 6**  **9/27, 29** | **How Writing is Learned**   * Oral vs. written communication * Overcoming barriers * *Revising for Effective Use of Quotations* * Attributing Sources | **Readings**   * *BCS*, Chapter 4, Effective workplace writing * **Article discussions 9/29**   Final Draft and Annotated Bibliographies **due 9/29**  **Quiz #3 due 10/2** |
| **Week 7**  **10/4, 6** | **The Art of Persuasion**   * Target audiences * Reasoning and Argument * Cognate Strategies   **Editorial Revising**   * The Rhetoric of Style | **Readings**   * *BCS*, Chapter 6, Organization, Style, and Argument * *BCS,* Chapter 14, Persuasion * **Article discussions 10/6**   Videos   * *60 Minutes* video * *A Day Made of Glass video* |
| **Week 8**  **10/11, 13** | **Organization and Arrangement**  **Reports and Proposals**   * Kinds of Reports * Formal Proposals | **Readings**   * *BCS,* Chapter 9, Reports, Proposals, and Business Models * **Article discussions 10/11**   Workshop:Proposal Topics  **Discussion Board #3 due 10/13**  **In-class Product Pitch**  Design Products and Product Selection **due 10/16** |
| **Fall Break** |  |  |
| **Week 9**  **10/20** | **Proposing a Project**  Planning Worksheet for “Imagine” Project | **Readings**   * Project Proposals/Business Models * Virtual Library: Examples of Written Project/Model Proposals |
| **Week 10**  **10/25, 27** | **Proposing a Project** (continued) | * **Article discussions 10/25**   **Discussion Board #4 due 10/27:**  **Prospectus**  In-class Critiques  **Note date: Quiz #4 due 10/23** |
| **Week 11**  **11/1, 3** | **Entrepreneurship Day: Guest speaker**  **Work Week: Research**  Small Group Communication  Establishing Credibility  Presentations scheduled | **Readings**   * **Article discussions 11/3** * *BCS*, Chapter 9: Resumés   Workshop: Proposals  Group Assessments |
| **Week 12**  **11/8, 10** | **Visual Writing and Presentations**  **Refining and Polishing** | **Readings***:*   * *BCS*, Chapters 13, 14, 19: Presentations to Inform and to Persuade; Group Communication   Team exercise: Group decision making  Resumés **due 11/8**  Re-visioning: Visual Rhetoric   * **Article discussions 11/10**   Visual Proposal design: PPT, Prezi, or video |
| **Week 13**  **11/15, 17** | **Work Week: Crafting** | * **Article discussions 11/15**   Visit Writing Center, Digital Act Studio, or schedule conference this week.  **Presentations begin** |
| **Week 14**  **11/22**  **Thanksgiving**  **Holiday** | **Presentations: Refining and Polishing**  **Assessment** | * **All Imagine Project Proposals due 11/22:** Visual Proposals due on day of presentation * **Presentations as scheduled** |
| **Week 15**  **11/29, 12/1** | **Reflecting and Evaluating**  **Final Words** | * **Presentations as scheduled**   Peer Critique and Review **due 11/29**  **Final Reflection** **due 12/1**  Course evaluations  **Team Evaluations** **due 12/5** |