ENG 327/ENT 327 FA 2020
Online, Asynchronous Delivery
WRITING FOR PROFESSIONALS AND ENTREPRENEURS
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*I will make every effort to respond to your email within 24-48 hours, excluding weekends and evenings. Please read Guidelines for Effective Communication with Faculty posted on Canvas under the Week 1 Module before correspondence. If you experience a technical issue after hours or you need immediate assistance, please reach out to the helpdesk at 336-256-8324. You can also use the ITS website for assistance - https://its.uncg.edu/Help/

Course Materials

- Laptops, tablets, or PCs; mobile devices will not be sufficient for assignments
- Text: *Business Communication for Success*, 2nd ed., Scott McLean, published by Flat World Knowledge
   https://students.flatworldknowledge.com/course/2593127
   You will need to register for your Flat World account for access.
   o You have the option to purchase the textbook online and in several digital or print formats. I recommend the **Online Access option**, which is $29.95 and your best value. Other options include the Online Access and eBook downloads, as well as black and white or color print textbooks. The other options range in price from $49.95-$74.95, still very reasonable. The text makes an excellent resource in the professional workplace, after the course has ended. Make sure you purchase the **2nd edition** of the text from the publisher.
   o You can also search for the course from: https://students.flatworldknowledge.com/, using my name.

Technical Requirements:
   o **Computer:** a computer with a webcam and microphone
   o **Software Requirements**: access to Microsoft Word and PowerPoint
   o **UNCG Canvas account**
   o **Platform Requirements--Minimum OS:**
   Mac OS X with Mac OS 10.10 and higher
   Windows 7 and higher

Mac OS or Windows OS hardware requirements:
2.5 GHz Dual Core Intel Core i5 and higher desktop CPU (single screen)
2.8 GHz Quad Core Intel Core i7 and higher desktop CPU (dual or triple screen)
Dual bank RAM for better performance
- o **Bandwidth Requirements:**
2.0 Mbps up and down for single screen
2.0 Mbps up 4.0 Mbps down for dual screen
2.0 Mbps up 6.0 Mbps down for triple screen
For screen sharing only: 150-300kbps
For audio VoIP: 60-80kbps
- o **Zoom (not required)**
See this link for Zoom requirements: https://support.zoom.us/hc/en-us/articles/204003179-System-Requirements-for-Zoom-Rooms

- All other required readings, texts, professional works, articles, and materials are provided for you on Canvas either through posted documents or links. Readings and assignment links outside of the text appear in each week's instructions and in the Discussions area. If you are new to Canvas, please take the tutorial available here and spend some time familiarizing yourself with its features.
- Recommended: any business handbook or companion that covers fundamental grammatical, mechanical, and technical issues. One widely available in Jackson Library is *The Business Writer's Companion*, 8th ed., Gerald J. Alred, Charles T. Brusaw, Walter E. Oliu, Bedford/St. Martin's, 2017 (or any edition)

Course Description

ENG 327/ENT 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. For FA 2020, this course is offered exclusively online, asynchronously.

Teaching Methods and Assignments

Using business and professional scenarios and examples, the course stresses the principles and strategies for planning, drafting, revising, and evaluating documents. The course stresses the rhetorical principles and strategies necessary to complete written tasks and to solve communication 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 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.

This course also emphasizes rhetorical situations where an employee needs to deliver specific information to move and persuade audiences to achieve particular objectives. Situations will vary from short messages to formal presentations (not speeches) and will include interviews and introductions, one-one-one interactions, group meetings, critical analyses and evaluations, product pitches, elevator pitches, and formal, digitally enhanced presentations of proposals.

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.

Take special care to note and follow all due dates and deadlines. There are no extensions for late work, which is not accepted except under the circumstances described below.

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.* This course is writing intensive and cross-listed with Entrepreneurship; it also carries an ENV marker for its incorporation of environmental and sustainability issues and research methods.

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. It is also cross-listed as ENT 327 and carries an **ENV marker** (environmental studies) for interdisciplinary programs. To meet those needs, end, Writing for Professionals and Entrepreneurs uses 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 **student learning objectives (SLOs);** 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 labeled assignment categories below.

Campus Resources:

- [University Writing Center 3211 MHRA](#):
  The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Online sessions only are available during the Fall. They do not provide editing and proofreading services, however; if you have a question about grammar, they have resources online.

- [Speaking Center 3211 MHRA:](#)
  The University Speaking Center provides peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Their support is designed to help speakers further develop their own oral communication confidence and competence. The Center will continue to operate online during the Fall.

- [Digital ACT Studio](#) and the [Digital Media Commons](#), are located in the basement of Jackson Library, and they are available online. The Digital ACT (Action, Consultation, and Training) Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Consultants act as a trained, engaged audience, providing feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations.

- [Student Success Center](#), 104 McIver; Learning Assistance Center and support services. Tutoring and Academic Skills Programs (TASP) is an academic support program that challenges students to become independent and successful learners. Services such as [tutoring](#), [academic skills instruction](#), and [workshops](#) help students.

- [Office of Accessibility Resources and Services](#): Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services (OARS) on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: oars@uncg.edu

- [The Counseling Center.](#) The Counseling Center provides a wide range of counseling and psychological services to currently-enrolled UNCG students. (https://shs.uncg.edu/cc) 336-334-5340

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 for missing a deadline. Technology interruptions in live sessions are excepted, and we will work around any difficulties with connections. That said, it's essential to have reliable access to networks and platforms and work ahead of schedule so that you don't experience a crisis. There are always two modules open at any one time, so working ahead of time is a recommended option. **Note: Poor planning does not constitute an emergency.** Moreover, do not assume because you have *sent* an e-mail that I have *received it.* For example, if you notify me at 11:00 pm that you are unable to submit a quiz due at 11:59, it's unlikely you will receive a response. 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. We have several assignments that are formative, rather than evaluative assignments, which means they are designed to help you develop skills before being assessed. 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. Take ownership of your developmental process.
7. **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. Failure to document, attribute, or cite sources in works dependent on research is not only irresponsible, but may result in serious penalties. **The first instance of AI violation will result in an automatic F on the assignment and initiate the legal administrative procedure of reporting misconduct. See below for the Academic Integrity Policy and further details.**
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.
10. Online courses require a high level of independent, intuitive, self-directed work. 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 at least a 24-hour cushion for due dates. Do not wait until the last minute to submit a file.** 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 ability to follow instructions, submit assignments on time and in the correct format, as well as the commitment that a student demonstrates toward coursework, peers, and the instructor. It encompasses participation and respectful attitudes and actions toward course colleagues. 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.

- You cannot communicate fully if you are not engaged in the material. **Active participation in all assignments, discussion boards, and course engagement is required.**
- 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 this policy, although since ours is an asynchronous online course, it's unlikely that this would affect us. You must notify me of any observance of religious holidays that would constitute an "absence" two weeks in advance and indicate the nature of the religious observance in writing by an official of the religious organization. Written assignments may be submitted in advance. Accommodations for oral exercises are arranged separately. For us, "absences" means participation in assignments or scheduled conferences.
- Our class uses laptops and peer collaborations. 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.
- You will not be able to complete the written assignments, including the research exercise, on cell phones.
- Professional dress is expected for formal presentations and assignments, which includes videos. That means business casual as a minimum standard. Dress appropriately for conferences and Zoom meetings. Review the protocols posted on Canvas for Zoom and virtual participation.

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. You must be especially vigilant not to violate any aspect of the Policy for any of our assignments. Doing so not only engages in unethical behavior but it disrespects your peers and instructor. *You cannot participate as an effective or valuable member of the community if you are not trustworthy.* Violations may be reported by peers as well as the instructor.

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 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 and in our course materials, along with our course page set up for help with research.

Assignment Categories

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]	5 15 6

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° Final draft [SLOs 1-5, 7]	**15**
° Proposal/Critique [SLOs 1-8]	**10**
° Digital Proposal/Presentation [SLOs 1-8]	**4**
° Article Discussion Leader	
Team Evaluation [SLOs 6, 8]	**2**
Final Reflection [SLO 1]**; no final exam**	**3**
Total	**100**

The final project (Written and Visual Proposals and Presentation) replaces the final exam. Presentations follow an assigned schedule.

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 requirements 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 or revised after submission**. [Operational definition of negotiate: "to deal, bargain, or discuss terms in order to manage a settlement."] It will not help your case to argue for a late submission because you plan to graduate or missed a deadline because you didn't check your notifications—or, to argue for an assignment to be regraded or revised for a higher score. It may be tempting to offer excuses—creative or mundane—as a way of negotiating extensions or bargaining for extra credit. I've heard most of them. ***There are no extra credit assignments***. All of our assignments are of value and count, whether they carry points or not; no graded assignments are dropped, which includes quizzes.
- **To be clear:** If you submit an assignment after the due date, it will not receive a grade unless it fits into one of the categories for excused work (illness, hospitalization, family emergencies, etc.). I do not accept late assignments as a routine practice, and acceptance isn't open for negotiation—again, except for the circumstances specified.
- **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 or to re-open to accommodate your schedule.* Windows are timed to open when you need to access the materials or to preview an assignment. For a more comprehensive overview, refer to the Syllabus.

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**

An error doesn't become a mistake unless you refuse to correct it.
Aloysius Battista

85% of all failures in quality are failures in communication.
W. Edwards Deming

✦ Course Structure

The course follows a module structure focusing each week on a specific course development topic.

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** tab in Canvas's navigation pane. **Discussions** are listed together, as are **Quizzes**. Those assignments requiring peer feedback or review appear as **Discussions**. Some assignments are considered formative, not evaluative, and are graded according to Complete/Incomplete submission. These are designed to help you become a better writer and to practice techniques before submitting documents for assessment. These are usually submitted on the Discussion Board.
- 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.
- 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]. For example, Smith_E-mail assignment.
- 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.** Canvas accepts doc or docx files—do not submit pdf files. Google docs are acceptable only if you make the editing function public. Most

importantly, do not hit "submit" and then exit without checking to see if the file is there and will open. **There is a deduction for any file that will not open**. 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. When taking quizzes, do not hit the "back" arrow or attempt to save the quiz and return later. Once you start the quiz, stay until completion. Each quiz has a set amount of time allotted.

- FYI: Jackson Library has many useful resources for conducting research and for citation guides, along with 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 9	Last day to drop course(s) without incurring a WF

Key: In the table below, *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 above. Assigned readings appear in the table below by chapter. All Assignments, instructions, and quizzes appear in Modules on Canvas. The first forum in the Discussions area contains FAQs for the course, which address some initial and common questions you may have.

Discussion Boards are due by Syllabus date and pre-set Canvas deadlines. **Peer critiques** are typically due on Sunday evenings, as are **quizzes**.

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.

Date Classes begin on a Tuesday	Subject Area Course documents posted on Canvas	Assignments due at 11:59 pm EST unless set otherwise on Canvas
Fall Classes begin **Week 1** **8/18-24** ◁	**Course Overview: Getting Started** o Course Policies and Procedures o Academic Integrity Policy o Review Discussion Board FAQs **Language and Effective Communication** o Technology and Communication o Self-understanding; self-concept	📖 **Readings** - Syllabus and FAQs - *BCS*, Chapter 1 - Effective Online Communication with Faculty - Are We Killing Communication? ✍ **Written Assignment** **Discussion Board #1 due 8/20** - Complete self-introductions and respond to questions - Read peer entries on Discussion Board #1 - Peer responses due **8/23*** note instructions on Canvas

Week 2
8/25-31
 	
◁
	Purpose
	Audience-centered messages
	
	o Routine messages—memos, e-mail, letters
	
	Module Documents Posted:
	  o *Be Your Own Editor*
	  o *Communication: A Problem-Solving Activity*
		📖 **Readings**
		- *BCS*, Chapter 2
		- *BCS*, Chapter 9
		- Sample E-mail on **Hiring Procedures assignment**; **Discussion Board** on revisions **due 9/3**
		
		☑ **Quiz #1 due 8/30**

Week 3
9/1-7
 	
◁
	Audience, Perception, and Feedback
	
	Module Documents
	  o *Guidelines for Effective Business E-mails*
	  o Differences in Perception
	  o How to Write a Summary
	
	Evaluation
	  o Assessing professional writing
	  o Providing Constructive Peer Feedback
		📖**Readings**
		- *BCS*, Chapter 3
		- *BCS*, Chapter 8
		- Professional Articles (posted on Canvas)
		
		✍ **Written Assignments**
		- **Pine Avenue E-mail assignment due 9/6**
		- <u>*U.S. News and World*</u>: *"Facebook's Long Slide into Irrelevance"*; post summary on Discussion Board by **9/10**

Date **Classes begin on a Tuesday**	Subject Area **Course documents posted on Canvas**	Assignments **due at 11:59 pm EST unless set otherwise on Canvas**

Week 4
 	
9/8-14
 	
◁
	Research Methods and Databases
	  ○ Citation Guides
	  ○ ENG 327 Reference site
	
	Reading for Accuracy and Credibility
	  ○ Analyzing Online Sources
	  ○ Evaluating online sources
	
	The New York Times Reader's Guide
	News Analysis
		📖**Readings**
		  • *BCS*, Chapter 7
		  • *"The Power of Concentration,"* Maria Konnikova
		  • Assignment instructions posted for Short Report/Professional article
		▶ Library Lecture, Steve Cramer
		✍ **Written Assignment**
		Discussion Board #2 due 9/10
		
		☑ **Quiz #2 due by 9/13**

Week 5
 	
9/15-21
 	
◁
	Ethics, Plagiarism, and Reliable Sources
	  ○ Reporting factual information
	  ○ Documentation and Attribution
	
	Facts, Research, Drafting
	  ○ Facts, Opinions, Beliefs, Values
	  ○ Paragraph Coherence
	  ○ Writing Well: Paragraphs
	  ○ Transitional Words and Phrases
		📖**Readings**
		  • *BCS,* Chapter 5, Writing Preparation
		  • Guidelines for Writing Critiques
		  • *12 Cognitive Biases That Keep You From Being Rational*
		
		✍ **Written Assignments**
		  • Professional article or report rough draft and Annotated Bibliography **due 9/17**
		  • Peer critiques **due 9/20**

Week 6
 	
9/22-28
 	
◁
	How Writing is Learned
	
	  ○ Written vs. Oral communication
	  ○ Overcoming barriers
	  ○ Contextualizing Sources: *Revising for Effective Use of Quotations*
		📖**Readings**
		  • *BCS*, Chapter 4, Effective workplace writing
		
		✍ **Written Assignments**
		  • Final Draft and Works Cited **due 9/24**
		  • *Thinking Ethically,* Robert Solomon (**Discussion Board due 9/27**)

Date Classes begin on a Tuesday	Subject Area Course documents posted on Canvas	Assignments due at 11:59 pm EST unless set otherwise on Canvas
Week 7 **9/29-10/5**	**The Art of Persuasion** o Target audiences o Reasoning and Argument o Aristotle's Cognate Strategies o Promotional Ads and Appeals o Toulmin's Model of Argumentation **Editorial Revising** o The Rhetoric of Style o Redundancies	📖**Readings** • *BCS*, Chapter 6, Organization, Style, and Argument • *BCS,* Chapter 14, Persuasion ▶️Videos • *60 Minutes* video • *YouTube videos on manipulation* • *A Day Made of Glass* Podcast Promotional Ad for Original Product ✍️ **Written Assignment** **Discussion Board**: Survey of Ads **due 10/1**; peer responses by **10/4** ☑️**Quiz #3 due 10/4**
Week 8 **10/6-12**	**Creativity in Designing Messages** **Organization and Arrangement** **Reports and Proposals** o Kinds of Reports o Formal Proposals	📖**Readings** • *BCS,* Chapter 9, Reports, Proposals • Proposal/Business Model Assignment Instructions ▶️ Two Minutes to Win It ✍️ **Written Assignments** • **Discussion Board #3 due 10/8:** Original Design Products and Promotional Ads • Product Selection **due by 10/11**

Date Classes begin on a Tuesday	Subject Area Course documents posted on Canvas	Assignments due at 11:59 pm EST unless set otherwise on Canvas
Week 9 **10/13-19** ◁	**Business Model Proposals** o External Proposals o Internal Proposals o Grant Proposals Planning Worksheet for "Imagine" Project Proposals	📖**Readings:** Internal Proposal: ABO, Inc. Food Oasis Express • Executive Summary • Visual presentation 📝**Assignment**: Types of Proposals Discussion Board **due 10/15**
Week 10 **10/20-26** ◁	**Proposing a Project** • External Proposals • Project/Grant Proposals **Our assignment is for an External Proposal.**	📖**Readings** • Project Proposals/Business Models • Virtual Library: Examples of Written Project/Model Proposals 📝**Discussion Board #4 Prospectus due 10/22; Peer critiques due 10/25**
Week 11 **10/27-11/2** ◁	**Work Week: Research for Proposals/Business Models** Group Communication Establishing Credibility **Career and Professional Development Services**	📖**Readings** o *BCS*, Chapters 13, 14, 19: Presentations to Inform and to Persuade; Making an Argument; Group Communication o *BCS* Chapter 9: Résumés 📝 Written Assignment: Elevator Pitches **due 10/29** ☑ **Quiz #4 due 11/1**
Week 12 **11/3-9** ◁	**Visual Writing and Presentations to Persuade** **Any topic changes need to approval this week** **Planning and Developing** Resources: Writing Center, Digital ACT Studio, and Digital Media Center	📝Résumés **due 11/5** Re-visioning: Visual Rhetoric Examples of Digital Project/Model Proposals Visual Proposal design: PPT, Prezi, or video (Use your Imagination!)

Date Classes begin on a Tuesday	Subject Area Course documents posted on Canvas	Assignments due at 11:59 pm EST unless set otherwise on Canvas
Week 13 **11/10-16** ◁	**Refining, Editing, and Polishing**	📝**All Imagine Proposals/Business Models due 11/12 on designated Discussion Board** **Assigned Peer critiques due 11/15**
Week 14 **11/17-23** ◁	**Refining, Editing, and Polishing** **Assessment**	**Visual Proposals due 11/19 on Discussion Board** 📝**Assigned Peer critiques due 11/22**
Week 15 **11/24-11/30** **11/26 Thanksgiving** ◁	**Reflecting and Evaluating** **Classes end:** **Final Words** **No Final Exam***	📝**Final Peer Critique and Selection for Funding due 11/24** 📝**Final Reflection* due 11/30** Course evaluations **due 11/30**
Final Exam* ***There is no final exam or meeting in this class. Final projects will be returned on Canvas during the exam period, if not earlier.**		