Professional Writing
English 216, Spring 2020

Monday & Wednesday 1:10 to 2:20 PM

Professor: Dr. Crystal N. Fodrey

Email: fodreyc@moravian.edu

Phone: 610-861-1511

Office: Zinzendorf Hall 202

Office Hours: Mon. 9:15 to 10:15 AM, Tues. 10:00 to 11:30 AM, and by appointment

Writing Fellow: Chris Shosted

Course Description

This course introduces key concepts and practices of technical and professional writing. You will learn project development and management, field research, document design and visual rhetoric, professional editing and usability testing. You will plan and create a range of individual and collaborative projects such as job application materials, technical documentation, proposals and reports, and may also include brochures, press/media kits, websites, and others. You can expect to engage in regular reading discussions, daily assignments and activities, on- and off-campus research, technology use, and oral reports.

Note: This is a service-learning course with a required collaborative service-learning project with an actual client partner.

Goals

As part of your development as an ethical professional communicator, you will learn to:

- Analyze rhetorical situations as they emerge in professional discourses and respond to them through writing
- Understand the role(s) of professional writers through contextual research and analysis
- Collaborate with your colleagues in self-directed project teams
- Establish a client-consultant relationship with a partnering organization to complete projects for the course
- Use technology to plan, develop, and support individual and team projects
- Consider effective design principles and usability issues as part of project development

Required Texts and Materials

The only required text that you *must* purchase—in paper or eBook form, your choice—is:

- Ramsey, Jon. *Business Writing Scenarios: Writing from the Inside*. Bedford/St. Martin's, 2016.

One other text is highly recommended but not required:

- Williams, Robin. *The Non-Designers Design Book*. 4th ed. Peachpit P, 2014.

All other course readings are available through Canvas as PDFs or online. You are responsible for printing or saving the readings and bringing them to class. In addition to the required course readings, you should have access to the following materials:

- $15-20 for printing, copying, and production costs
- Dedicated space on Google Drive for the saving of files related to this course

Projects

You will complete a series of interrelated projects for this course as well as a number of daily assignments, workshops, and other activities both in and out of class. Your participation in all course activities is taken seriously (this includes all peer reviews, responses, professional writing exercises, and emails). All course projects will be graded once you have turned in a completed project portfolio. I invite you, however, to meet with me at different stages of the project if you have any questions about individual components of your work or documenting your project in a portfolio. On certain class days you will be expected to have key components for your portfolio in draft or final form. Even if I do not collect the document on that day, you are responsible for completing the work so that you can move on to the next task. The pacing of the class is designed to provide some flexibility, but you need to meet key deadlines to maintain project progress.

Evaluation

It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade. Grades will consider the following aspects of writing, in the context of a particular assignment: purpose, audience, content, organization, development of ideas, style, ethos, document design, mechanics/ readability, and maturity of thought.

You must complete all of the projects and their components to pass the course. For each project, you must submit multiple components (including preliminary assignments, research notes, drafts, etc.). For the specifics of each unit, see our course site on Canvas.

To receive an A in this course, you must accumulate at least 92.5 points; for an A-, 89.5 points; for a B+, 86.5 points; for a B, 82.5 points; for a B-, 79.5 points; for a C+, 76.5 points; for a C, 72.5 points; for a C-, 69.5 points; for a D+, 66.5 points; for a D, 62.5 points; and for a D-, 59.5 points. Please turn in all assignments, even if you believe they are poorly done. The difference between an F grade and 0 is that F carries points toward the final points and is assigned for something turned in, while a 0 carries no points and is assigned when no work is submitted.

"A" and "B" work meets or exceeds the expectations of the assignment, its intended audience, and is considered to be of professional quality. "C" work minimally meets those expectations and is of average quality. "D" and "F" work does not meet the expectations of the assignment and/or is of poor quality.

Deliverables

Week 3

Correspondence-in-Context (individual), 10%

Week 4 (draft), Week 15 (final)

Project I: Job Material Creation (individual), 15%

Week 9

Project II: Technical Documentation Portfolio (collaborative), 30%

Week 16

Project III: Client Project (collaborative), 35%

Week 16

Project IV: Reflective Memo (individual), 10%

Because genres will vary widely across projects, formatting guidelines will be given for each of the major assignments.

Course Policies

Technology Responsibilities

Because the exchange of information and materials in this class will be largely digital, familiarity with certain technologies is crucial for participation and success in the course. Thus, you should be able to attend to the responsibilities in the list below. If you need any assistance now or at any point during the semester, please do not hesitate to ask.

- On the first day of class, you will create a Google Drive folder titled "Professional Writing 2020: Your Name," and you will share that folder with Dr. Fodrey (fodreyc@moravian.edu) and Chris Shosted (shostedc@moravian.edu), our class writing fellow.
- It is your responsibility to submit your work to Canvas by the published assignment deadline. A proper submission will be a link to your work in Google Drive. To get the correct link:
    - Make sure that the Google Doc or other file is in the Google Drive folder you shared with me on the first day of class titled "Professional Writing 2020: Your Name."
    - Click the blue "Share" button in the top right corner of your page.
    - Click "Get shareable link."
    - In the dropdown menu, select "Anyone at Moravian College with the link **can edit**."
    - Copy the link.
    - Paste the link into the appropriate area on Canvas for the given assignment and submit.
- It is your responsibility to submit the correct version of your assignments.
- You are required to keep saved copies of all drafts and major assignments until after the end of the semester. The best way to accomplish this is to save **all** of your work on Google Drive. Even if you forget to save multiple drafts, you can still access older versions of the work via the revision history function.
- You are expected to check your Moravian College email and our course site on Canvas on a daily basis for notices and updates. Set up push notifications if that is helpful to you. If you need to reach me, please email me. If I don't respond within 24 hours on a weekday, email me again. I do not respond to emails between 4 PM on Friday and 8 AM on Monday.
- You are expected to become more proficient with unfamiliar computer technologies and applications. Just as we will be producing instructional YouTube videos as part of the work of the class, you should utilize instructional YouTube videos and other online help guides to develop your technological proficiency.

Note: Regarding email communication, please do not send Dr. Fodrey unsolicited drafts of your work via email. These will not be reviewed. If you would like feedback on a draft, please bring your work to Dr. Fodrey's office hours or make an appointment with Chris Shosted or another Writing Center tutor. Trying to get feedback on your work the day before it is due is generally too late. Please plan accordingly.

Collaborative Work

Collaborative work is a major element of this course. You and your team members are responsible for updating one another and me about assignment progress. In addition, you are responsible for negotiating all aspects of your work, including planning, drafting, revising, file managing, and scheduling of tasks.

You will also evaluate your own and your peers' participation in collaborative projects, and thus, you should maintain detailed daily notes and records about your work. I will use these evaluations in my determination of individual grades for collaborative projects. In general, all members of a team receive the same grade. There

are instances, however, where one or more team members are otherwise unprofessional and/or unproductive. Should these cases occur, I reserve the right to lower grades for poor performance.

Professional Quality of Work
You are expected to produce high-quality professional documents that are appropriate for specific professional writing situations. Because genres vary widely across projects, specific formatting guidelines will be given for each of the major assignments. Finally, there should be no obvious last-minute changes to the work (such as the use of white-out or hand-written information on printed documents).

In addition, all emails written for class should be professional in tone and proofread carefully; they should also utilize standard punctuation, capitalization, and spelling.

Attendance & Punctuality
Attendance is mandatory. Please try to be here on time. Because of the intense workload of our course, you must understand that the attendance policy is strict and without exception. You can miss up to two days of class without a grade penalty. **Please be advised that I make no distinction between excused and unexcused absences in this course.** Use your two absences wisely and save them for emergencies and/or illnesses. Each absence above the allowed number will result in a three percent deduction from a student's final grade if that student remains in the course. For example, a student with a 92% (A-) in the class who misses three days of class will earn an 89% (B+) in the course.

Keep in mind that you are working collaboratively with peer and community partners; thus, you will also be required to attend any scheduled out-of-class meetings with your team and client to complete course assignments. Being late to class is disruptive. If you are late on a regular basis, I will suggest that you drop the course. At the very least, excessive tardiness will result in a final grade deduction of two points for each tardy above three. **Absences and tardies will be tracked in Canvas.**

Bottom line: This class is designed to prepare you for the professional world. Just like any job, habitual tardiness and/or absences will not be tolerated.

Late and Incomplete Work
If you must miss a scheduled class meeting, you are not excused from the work due at or accomplished during that class session. You should make arrangements to turn in your work in advance of your absence or before 4:00 PM on that same day. You are responsible for seeking out me and your group members to determine what you have missed—do not expect me or your group members to contact you first. Course facilitations and presentations cannot be rescheduled except in extreme situations.

If a serious and unavoidable problem arises, however, you should contact me prior to the deadline to determine whether or not an extension for the work will or will not be granted. An extension of a deadline is a privilege, not a right, and therefore is based upon my judgment of what is reasonable and fair. Computer problems are not an acceptable excuse for a late assignment. If everything is saved to Google Drive, you should be able to complete and submit your work from your laptop, your iPad, or your phone.

For each day an assignment is late, including weekend days, Canvas will deduct 10% of the total possible

grade. After three days, the submission portal on Canvas will close, and I will not accept the assignment.

Courteousness
Think of this class like a job: you may get along with some of your peers, while you may not get along with others. Just as in the workplace, it is extremely important that we maintain a high level of respect for one another while collaborating on projects, reviewing each other's writing, or discussing assignments. Disrespect for your classmates or for me will not be tolerated.

Etiquette with Electronics
You will often have the advantage of working on assignments in class. However, this does not give you the right to send text messages, post a comment on Facebook, watch ESPN, etc. If I find myself competing with Snapchat or another application for your attention, I reserve the right to count you absent from class that day.

Academic Code of Conduct
All Moravian students are responsible for upholding the academic code of conduct detailed in the Student Handbook, which I highly suggest that you read. You must do your own writing for all the assignments in this course and have a full understanding of all terms and concepts you have used. If I question whether the work you have submitted is your own, I may test you on its content. Additionally, the use of sources (ideas, quotations, paraphrases) must be properly documented in the appropriate citation style as described on the assignment prompt for each project.

A Reminder to English Majors:
In preparation for creating an English Major Portfolio in your senior capstone seminar, please save digital and/or hard copies of your work for this class, including drafts with peer and instructor comments.

Information contained in the course syllabus and daily schedule may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Check Canvas and your Moravian College email daily to ensure that you do not miss any updates.

Course Resources

Office Hours
You are encouraged to stop by during office hours or make an appointment with Dr. Fodrey. See page 1 for this semester's availability.

Writing Fellow Introduction
Hello everyone, my name is Chris Shosted, and I'll be working as your writing fellow for ENGL 216 this semester. As a writing fellow, it's my responsibility to assist students with all aspects of the writing process; I'm happy to review, critique, and suggest revisions for finished drafts but I also encourage you to discuss with me your ideas for project proposals, questions about the types of writing you'll be engaged in, and any other concerns you may have as you complete this course's assignments. I'll be in attendance during our class meeting times, but due to my own academic commitments I won't be available to meet immediately after classes. However, I am available by appointment and by email at ShostedC@moravian.edu. I look forward to working with you all and hope that I can be a benefit to the class.

Writing Support

All members of the Moravian College community are welcome to visit the Writing Center. Writing Center tutors work with papers and multimodal compositions for any class, at any stage of the writing process. If you need the services of the Writing Center, please visit moravian.mywconline.com to make an appointment or call 610-861-1592.

Academic Support

Moravian offers a variety of kinds of support for academics beyond the classroom. For more information on the offerings that can help you be successful in classes, visit the Academic Support website. All academic support offerings are free to all Moravian students.

Accessibility Support

Moravian College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Accessibility Services Center (ASC) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ASC. The ASC works with students confidentially and does not disclose any disability-related information without their permission. To contact the Accessibility Services Center (ASC), located in the lower level of Monocacy Hall, stop in, call 610-861-1401 or email asc@moravian.edu.

Title IX

Moravian College faculty are committed to providing a learning environment free from gender discrimination and sexual violence. Should a student disclose a concern of this nature, the faculty member is obligated to inform the Title IX Coordinator, who will assist the student in determining resources for support and resolution. Fully confidential reporting options include the Counseling Center, Health Center, and Religious Life (chaplain). Survivors are encouraged to seek immediate assistance by contacting the Advocates at (484) 764-9242. For more information, please visit www.moravian.edu/titleix.

Counseling

Counselors at the Counseling Center help students deal with the stresses of college life. They are a great resource for all students. You can give them a call at 610-861-1510 or stop by at 1301 Main Street.

English 216—Professional Writing
Tentative Class Schedule

I reserve the right to make changes to this schedule based on the needs of the class. Please bring *Business Writing Scenarios* by Jon Ramsey to every class meeting unless otherwise noted; while a reading is not assigned from it every day, we will use it often for in-class activities and reference.

Date	Class Agenda	Homework Due for Next Class
Week 1		
Monday, January 20	Class overview—syllabus, course calendar, course projects Share class Google Drive folder with Dr. Fodrey and writing fellow, Chris Shosted Draft an introduction of yourself to the discussion thread "Class Introductions" on our Canvas course site. You must respond to two colleagues' introductions by the beginning of Wednesday's class.	**Read** — Beaufort, "Writing in the Professions" **Read** — Wardle, "Identity, Authority, and Learning to Write in New Workplaces" **Read**— Searles, "The Keys to Successful Communication: Purpose, Audience, Tone" **Read**—Oliu, Brusaw, and Alred, "Assessing Audience and Purpose, a Case Study" Come to class on 1/22 with notes and at least one question generated in response to each assigned reading.
Wednesday, January 22	Discuss readings Purpose, Tone, Audience Introduction to Knowledge Domains Introduce Correspondence-In-Context assignment	**Read** — "Text, Email, and Netiquette," "Email Guidelines for Students" and "You-Centered Business Style" **Read** —Oliu, Brusaw, and Alred, "Writing Business Correspondence" **Read** — Ramsey, "Chapter 2: An Overview of Business Writing" and "Chapter 5: Writing to Colleagues within the Organization" Come to class on 1/27 with notes and a brief paragraph explaining the most important lessons about professional writing that you gleaned from the readings. Continue this practice throughout the semester in preparation for class discussions.
Week 2		
Monday, January 27	Discuss readings Exercise on Bad News Messages Work on Correspondence-In-Context	**Read** — Moses and Katz, "Phantom Machine: The Invisible Ideology of Email" **Read** — Ruff and Aziz, "Stakeholders and Audiences" **Read** —Ramsey, "Chapter 4: Business Document Design, Formats, and Conventions"

| | | and "Chapter 6: Writing to External Constituencies"

Bring hard copies of your drafts for peer review on 1/29 |
| Wednesday, January 29 | Discuss readings

Peer review

Introduce Project I: Job Material Creation | **Read** — Dirk, "Navigating Genres"

Read — Ramsey, "Chapter 3: Resumes, Cover-Letters, and the Job-Search Process"

Read —Oliu, Brusaw, and Alred, "Finding the Right Job"

Complete Step 1 of Assessing Professional Experiences Worksheet

Find 2-3 potential job ads to bring to class on 2/3 (See Project I assignment on Canvas for details) |
| **Week 3** | | |
| Monday, February 3 | **Correspondence-In-Context Due**

Discuss readings

Rhetorically analyze job ads

Choose job ad for Project I | **Read** — Luntz, "The Ten Rules of Effective Language"

Read — Bock, "Five Errors that Immediately Get Your Resume Rejected at Google"

Read (optional) — Williams pages 11-94 (Don't worry. It's mostly images. Also, this is from the recommended text. If you did not purchase a copy, you are welcome to come by my office, borrow mine, and look through it in the Writing Center.)

Complete Steps 2 and 3 of Assessing Professional Experiences Worksheet

Write — Rhetorical Analysis Memo Draft due 2/5

Review sample resumes and cover letters |
| Wednesday, February 5 | **Rhetorical Analysis Memo Draft due**

Discuss readings

In-class time to work on Project I materials | **Continue drafting** Project I materials |
| **Week 4** | | |
| Monday, February 10 | Class Cancelled for mandatory 15 minute conferences. If you do not attend your scheduled conference with Dr. Fodrey, you will be counted absent for the day. If you | Finalize Project I materials

Read — Allen, "The Case Against Defining Technical Writing" |

	are late to your conference, you will be counted tardy.	**Bring** an example of what you think counts as technical writing or a technical document to class on 2/12. Be prepared to share and discuss your document with the class. **Read** — Redish, "What is Information Design?" **Read** — Wolfe, "Planning Your Collaboration"
Wednesday, February 12	**Project I: Job Material Creation Drafts due (for placeholder grade)** Share Technical Documents Introduce Project II: Technical Documentation Portfolio Form project teams and discuss collaborative writing practices; create group contracts	Each individual team member must **research** two ideas about a process for your team's technical instructions and which website(s) would best suit those two processes (see "Process Selection" on the assignment sheet for Project II); **bring** write-ups of these ideas to class on 2/17. **Read** — Van Ittersum, "Craft and Narrative in DIY Instructions" **Read** — "Directions and Instructions: Writing About Process" **Read** — Markel, "Writing Collaboratively"
Week 5		
Monday, February 17	Discuss elements of writing technical instructions In groups, briefly analyze Quick Reference Card examples. How might this medium (a single, two-sided page) differ/share similarities with written technical instructions on websites? Delegate tasks for the creation of proposal memo Begin drafting proposal memo	**Read** — "Technical Instructions" **Read** — Swarts, "New Modes of Help: Best Practices for Instructional Video" **Finalize** Project II Proposal Memo **Begin researching** your documentation
Wednesday, February 19	**Project II Proposal Memo Due** Discuss readings Continue working on technical instructions	**Read** — "Professional and Technical Writing Ethics" **Read** — Katz, "The Ethic of Expediency: Classical Rhetoric, Technology, and the Holocaust" **Read** — Ornatowski, "Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing"

		Continue project II research and documentation.
Week 6		
Monday, February 24	Project II proposal feedback in class Discuss Readings Discuss and analyze Instructables community Continue working on your documentation	**Read** — "Usability" and "Instructions" Continue working on Project II
Wednesday, February 26	Discuss video documentation Discuss usability testing guidelines Delegate tasks for the usability test and start drafting materials	Begin working on usability documents
Week 7	SPRING BREAK	
Monday, March 2	No Class — Enjoy Your Break!	
Wednesday, March 4	No Class — Enjoy Your Break!	Read assignment for Project III: Client Project Each student must come to class Monday with a list of three potential clients. Note: This is subject to change depending on how this project is structured. Stay tuned.
Week 8		
Monday, March 9	Finalize documentation Finalize usability test Introduce Project III: Client Project Form Project III Groups Brainstorm potential clients	Finalize user-testing results documents For the next two classes, bring hard copies of your documentation and usability documents for our class testing sessions.
Wednesday, March 11	Conduct usability testing for our class	Start making revisions to your documentation based on your user-testing results and publish to Instructables
Week 9		
Monday, March 16	Conduct usability testing for our class	Finalize revisions to your documentation based on your user-testing results and publish to Instructables Finalize Project II Packet

		Post your self and peer evaluation for Project II to Canvas by 11:59 pm on 3/18. Read — Bowdon and Scott, "Service-Learning in Technical and Professional Communication"
Wednesday, March 18	**Project II: Technical Documentation Project Due by 1:40 PM.** The last 40 minutes of class will be dedicated to Project III.	**Read** — Bowdon and Scott, "Refining Your Project" **Read** — Ramsey, "Chapter 7: More Complex Business Writing Projects" Start contacting clients for participation in Project III (you must secure a client by the end of next week)
Week 10		
Monday, March 23	Discuss reading Work on Project III Proposal Memo	Continue working on Project III Proposal Memo and client research documents. Be certain to have all your research documents completed by your scheduled appointments with client.
Wednesday, March 25	**Project III Proposal Memo Due to Canvas by 11:59 PM on Friday, March 27** **No Formal Class Meeting—**Dr. Fodrey will be out of town at a conference. However, your group should probably still plan to meet today to finalize the proposal memo.	Schedule and/or confirm client research appointments for interview, observation, or other data collection. Collect other data such as example documents, analysis of existing documents, and information about client. **Read** — "Proposals"
Week 11		
Monday, March 30	Project III proposal feedback in class Discuss elements required of the client proposal	Work on Project III components Begin drafting client proposal
Wednesday, April 1	Continue drafting Client Proposal in class	Research budget and other information needed for the client proposal Finalize client proposal
Week 12		
Monday, April 6	Class cancelled for team meetings with Dr. Fodrey. Draft of Client Proposal should be complete and submitted to Canvas by your team's scheduled meeting time.	**Read** —Sevilla, "Page Design" **Read** — Bowdon and Scott, "Designing Your Document" Using Dr. Fodrey's feedback, revise proposal and be prepared to email it to your client (you must cc me on the email) during class on Wednesday, April 8

Wednesday, April 8	Make final revisions to proposal in class Email proposal to client (and cc Dr. Fodrey), asking for a reply by no later than noon on Monday, April 13.	Wait to hear back from your client. If they want to schedule a meeting to go over your proposal, schedule the meeting and get feedback before you proceed.
Week 13		
Monday, April 13	Document Design Discussion Secure client approval for Project III Begin working on client deliverables	Work on client deliverable Excerpts from Williams *The Non-Designers Design Book* TBA based on the design needs of individual projects.
Wednesday, April 15	Work on client deliverable	Work on client deliverable. First draft of client deliverable due next class meeting to me and to your client. Make arrangements for how and when you will deliver your client's document.
Week 14		
Monday, April 20	Work on client deliverable (first draft due at beginning of class) Discuss professional presentations Introduce Project IV: Reflective Memo	Work on deliverables Work on Project IV
Wednesday, April 22	Work on client deliverable Work on deliverable presentations	Finalize presentations Work on deliverables Work on Project IV
Week 15		
Monday, April 27	**Client Deliverable Presentations** **Last day to submit revised Project I—Final Draft**	Polish and finalize Project III Materials Work on Project IV
Wednesday, April 29	**Client Deliverable Presentations**	Polish and finalize Project III and Project IV Materials Make arrangements to get deliverables to your client
Week 16		
Monday, May 4	**You must submit Project III: Client Project and Project IV: Reflective Memo by 4:00 pm on Monday, May 4** (although you are welcome to submit them before this date)	