Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: ENGL 125 Introduction to Professional Writing

Course Description:

Introduction to the process and techniques for creating workplace writing. Letters, memos, formal and informal reports and instructions. Introduction to the rhetoric of workplace writing.

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

TR 10-11:00, MWF 9-10, and by appointment too

Phone:

701-228-5602

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Lecture/Lab Schedule:

Tues/Thurs on campus

Textbook(s):

Anderson, Paul V. *Technical Communication*: *A Reader-Centered Approach* 6th ed. Thomson-Wadsworth

Classroom Policies:

Students should post responses to all discussion topics, read the assignments, and submit all the essays and revisions. Late work is assessed a penalty of ten percent per day late unless the student secures prior approval 48 hours in advance to submit the work late. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below "Academic Integrity" will be failed, and the student will be allowed to write on

a different topic chosen by the instructor. A second instance of plagiarism of the sort described in the section below "Academic Integrity" will fail the student for the class.

Course Requirements:

Students will read weekly assignments in the class textbook and in articles to be assigned in the library's Online Library Resources, will take quizzes weekly on reading assignments and discussion topics based on the readings mentioned above, and will write three major technical documents and some smaller case studies.

Tentative Course Outline

Week 1-3 writing for readers in the workplace

Week 4-8 writing a report to persuade

Week 9-11 writing a mechanism description

Week 13-15 writing instructions

Week 16 revising and assembling the portfolio

Course Objectives/Competencies

ENGL 125 Introduction to Professional Writing
Course Objectives/Competencies

The following competencies reflect the contribution of Introduction to Professional Writing to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

• Students will be able to present information in a way that effectively communicates a particular message to a particular audience in a style and format consistent with the demands of a professional or technical setting.
• Students will read closely and analyze what is read.
• Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
• Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing
Sub-competencies:
• Use the stages of a writing process to develop, organize, and present ideas and information in writing.
• Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task clearly and effectively, including the choice of the most

effective presentation form for a professional setting.
• Demonstrate competent technical and professional level writing through writing that includes a clear main point, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
• Use appropriate technology and the principles of format and document design to present information in a design and format that communicates effectively and is consistent with a professional or technical setting.
• Develop—alone or in collaboration with artists or other professionals—graphics and other visuals to enhance written text.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax.

Read at a level that allows students to participate in collegiate studies and their chosen career.
Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize an author's main points and forms of support.
• Evaluate the effectiveness and validity of an author's style, organization, support, evidence, tone, and presentation.
• Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively
Sub-competencies:
• Find, consult, and use a variety of information resources.
• Evaluate the relevance and reliability of sources.
• Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for a chosen discipline or professional field.
• Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others
Sub-competencies:
• Participate in class discussions and in group projects or activities.
• Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

General Education Goals/Objectives

<u>Goal 4: Demonstrates effective communication</u>

<u>Objective 1: Expresses ideas through effective writing</u>

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's thesis and forms of support

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

Skill 5: Assimilates and connects information and ideas from multiple written sources

Objective 3: Uses information resources effectively

Skill 1: Finds, consults, and uses a variety of information resources

Skill 2: Evaluates the relevance and reliability of sources

Skill 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field

Skill 4: Integrates source material smoothly and clearly into the student's own text

Objective 4: Works collaboratively with others

Skill 1: Participates in class discussions and in any group projects or activities

Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme:

For one of the assignments, students will define a concept relevant to the campus theme: nature, technology, or beyond.

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators at http://www.wpacouncil.org/node/9.

"In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources.*

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately."

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.