

Dakota College at Bottineau Course Syllabus

Student email Policy:

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at their campus assigned email address and does not receive email from any other email providers.

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:

Thursday 1-2, MWF 9-10, and by appointment too

Phone:

701-228-5602

Email:

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Lecture/Lab Schedule:

Classroom meetings and assignments on learning management system

Textbook(s):

Markel, Mike. *Technical Communication* 10th ed.

Browne & Keeley. *Asking the Right Questions*. 10th ed

Kolln & Gray. *Rhetorical Grammar*. 7th ed

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 textbooks 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 four major technical documents and some smaller case studies.

Tentative Course Outline

Week 1-3 writing for readers in the workplace and writing description mechanisms

Week 4-8 writing a report to increase organ donations

Week 9-11 writing a proposal

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

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

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

Relationship to Campus Theme:

For many of the assignments, students will write about issues 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.