

Term: Spring 2023 – January 9<sup>th</sup> to May 7<sup>th</sup> (Sunday)

Course Prefix/Number/Title: ENGL 125 - Introduction to Professional Writing (online)

Number of credits: 3

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.

Pre-/Co-requisites: ENGL 110

Course Objectives: 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.

Instructor: John Hansen

Office: Virtual

Office Hours: By appointment

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Lecture/Lab Schedule: The course is online and located on the learning management system of Blackboard.

Textbook: Markel, Mike. Technical Communication 10<sup>th</sup> edition (Bedford St. Martins, 2012). ISBN-10: 0-312-67948-3 ISBN-13: 978-0-312-67948-4 Paper Text, 832 pages.

**Additional Supplies:** Memory stick or flash drive (highly recommended) to save your documents.

Course Requirements:

- 1) Eight Threaded Discussions over assigned readings (*remember to respond to others -- it is part of your grade!*) – 25 points each (200 points)
- 2) Seven Reading Quizzes – 25 points each (175 points)
- 3) Seven Writing Assignments – 25 points each (175 points)
- 4) Four Projects – 100 points each (400 points)
- 5) Personal Reflection – 50 points

**Total possible points for the course: 1,000**

**Grading Scale:** 100%-93% = A; 92%-90% = A-; 89%-87% = B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C; 72%-70% = C-; 69%-67% = D+; 66%-63% = D; 62%-60% = D-; 59%-0% = F.

Tentative Course Outline: The course will progress and cover the following subject matter:

Understanding the Technical Communication Environment  
 Planning the Document  
 Developing and Testing the Verbal and Visual Information  
 Learning Important Applications in the Workplace Part

For more information, please view the course schedule located at the end of the class syllabus.

General Education Competency/Learning Outcomes:

**Competency/Goal 4: Communicates effectively**

**Learning Outcome 1: Write effectively**

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience-
- Performance Indicator 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.
- Performance Indicator 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.

**Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers**

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

**Learning Outcome 3: Integrates information sources effectively**

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources

- Performance Indicator 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
- Performance Indicator 4: Synthesizes information effectively in the student's own text

#### Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities
- Performance Indicator 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.

#### Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations
- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

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

#### **Classroom Policies**

**Participation:** Participation is a significant part of your grade, and if you are not "present," then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.**

**Late Work Policy:** All assignments are due as stated on the course calendar (schedule) or as announced via Blackboard. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday, unless otherwise noted.*

Please be mindful of due dates. Late work is not accepted (i.e. dropbox didn't work, computer crashed, internet/WiFi didn't work, forgot due dates/assignment(s), DCB/Blackboard website didn't work, or explosive diarrhea (yes, I received this as an excuse before), etc. Lastly, if a sickness or a death occurs, I will need verification from the doctor or funeral home -- as many students have used this as an excuse in the past. Part of being a successful student isn't just knowing the material well, but acting in a professional manner by meeting all due dates asked of you).

**Professionalism:** In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others' ideas, thoughts, and perspectives. At any time, if I feel students are

not respecting each other or me, I will deal with the situation accordingly. This may require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

**Threaded Discussions:** To receive full credit for a discussion post, a student will do the following: Respond and fully address the initial question; reply with a substantive post to two or more peers and follows up on questions asked of you while the discussion is current according to the weekly schedule. **Note:** A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion.

**Formatting Assignments:** The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one-inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left-hand corner. If you make your fonts or your margins bigger, I can tell. Don't do it -- it makes you look lazy and silly.

**Netiquette:** Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Violation(s) of the netiquette policy may result in being removed from the course. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-) :-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)

- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

**Nondiscrimination in Education:** It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity and Conduct:** According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

**Plagiarism (including self-plagiarism and dual-submission):** Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

Dual-submission is also considered self-plagiarism, which is when you submit the same essay/assignment for credit in another course. Even if it is your own words, the unethical part is that you are trying to receive credit in another course for the same exact essay/assignment that you wrote in a different course.

**Disabilities or Special Needs:** Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:** Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

**Disclaimer:** The student is expected to have read and understood the information contained in this syllabus and to comply with the requirements as set forth herein. The information contained in this syllabus is subject to change at any time at the discretion of the instructor with notice to the student.

### **Class Schedule:**

**Class Schedule (Tentative):** Unit assignments will be due at 11:55 p.m. Sunday (no exceptions, unless otherwise noted). You must double check that you have correctly submitted your assignment to the appropriate dropbox by the listed due date. This is not a valid excuse. Late work is not accepted.

### **Understanding the Technical Communication Environment**

**Unit 1 assignments due at 11:55 p.m. Sunday, January 15<sup>th</sup>:** Make sure you purchase the class textbook immediately. Class Introductions (discussion board); Read Chapters 1-3; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

### **Planning the Document**

**Unit 2 assignments due at 11:55 p.m. Sunday, January 29<sup>th</sup>:** Read Chapters 5 and 7; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

### **Developing and Testing the Verbal and Visual Information**

**Unit 3 assignments due at 11:55 p.m. Sunday, February 12<sup>th</sup>:** Read Chapters 8 and 10; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 4 assignments due at 11:55 p.m. Sunday, February 26<sup>th</sup>:** Read Chapters 11-13; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Learning Important Applications in the Workplace**

**Unit 5 assignments due at 11:55 p.m. Sunday, March 26<sup>th</sup>:** Read Chapters 14 and 15; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 6 assignments due at 11:55 p.m. Sunday, April 16<sup>th</sup>:** Read Chapters 16 and 17 (review Chapter 15); Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 7 assignments due at 11:55 p.m. Sunday, May 7<sup>th</sup>:** Read Chapters 21 and 22; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Personal Reflection.