Course Description
English 3405 will take a rhetorical approach to professional and technical writing, focusing on the persuasive aspects of different business documents. Understanding how writing can inform and persuade in different contexts will be at the heart of everything we do in this course. In addition, we will consider the many ethical implications that are at play in the business and professional worlds and will take these often-complicated issues into consideration when making decisions about how the documents we create will affect our audiences. We will write emails, memos, reports, sets of instructions, cover letters, résumés, etc., and will also complete an oral presentation complete with visual aids. The course will also include a group project, in-class writings, and library research. This course will enhance your overall writing abilities, as our focus on the importance of audience considerations in professional communications is an approach that applies to writing of all genres and purposes. It is also a practically oriented course in that you will produce functional job materials that will be of use to you when you begin or continue your job searches.

Required Texts
Text is available at the UWG Campus bookstore and on online sources like Amazon and Barnes and Noble. Electronic copies (Kindle, Nook, iPad, etc.) are acceptable. You must bring the text to class every day.

- Handouts posted to CourseDen.

Prerequisites: ENGL 1101 and ENGL 1102

Course Goals Set by Department:
- Students will develop rhetorical sensitivity, rhetorical acumen, and composition skills necessary to prepare a variety of documents required in common business and technical writing contexts.
- Students will learn teamwork and collaborative authorship skills.
- Students will develop real-world problem-solving techniques.
- Students will understand and practice the scrupulous attention to detail necessary in a business and technical writing environment.
- Students will become aware of techniques for adapting their writing to the demands of a highly audience-driven, context-sensitive field.
- Students will develop techniques for making effective business presentations to individuals and groups.
- Students will understand and appreciate internationally and culturally diverse styles of business communication.

Program Goals:
- This course fulfills one of the departmental requirements for the completion of the English major and the English major with Secondary Education.
Students will develop the analytical, oral and written skills to pursue graduate study or careers in teaching, writing, business, and a variety of other fields.

**WAC goals:** This course is a writing intensive class; therefore the goals, aims, and premises for the Writing Across the Curriculum Program will be included as part of our academic core standards. Expect that you will engage in both writing to learn (formal and informal) and writing to communicate exercises as part of your coursework.

For the specifics of WAC, visit their website: [http://www.westga.edu/~wac/](http://www.westga.edu/~wac/)

**Assignments** – (more information on each assignment will be made available later in the semester)

- **Research Proposal (20%)**
  Students will choose a topic in their field of study and will compose a preliminary memo in which you address the following questions: Specifically, what do you want to find out? Who would be the audience for the report that your proposal will outline? Why is this information important or interesting to you and your intended audience? After the topic is approved, you will propose either of two types of projects: 1) a library research paper, which explores the current state of knowledge on a particular subject or a particular field. 2) a project which combines both secondary and original research. Your proposal must include the following information: 1) Background information 2) A statement of your purpose 3) An identification of the primary audience of the subsequent report 4) A preliminary outline and 5) An annotated bibliography.

- **Set of Instructions (Group Project) (20%)**
  In groups of three or four, you will write a set of instructions concerning a process that you (or a member of your group) are quite familiar with, one that you (or a member of your group) have performed. Select a simple process or limit yourselves to a part of a more complicated process. This should be a relatively concise exercise in clarity, organization, and formatting, not a major instructional treatise. Your audience must be someone who knows little to nothing at all about the particular process you choose. Requirements include a preliminary memo, a set of instructions complete with visual aids, and a division of labor memo due at the assignment’s completion.

- **Job Search, Letter of Application, and Résumé (20%)**
  This assignment is in three parts: First, you will locate an actual job opening (or internship) in your field or a related field. The job must be one for which you are qualified for or one for which you will be qualified for when you graduate with your degree. Your corresponding letter of application and résumé will be tailored to this position. The point of this assignment is for you all to create functional job-seeking materials that you can leave this class with and begin to use in actual job searches.

- **Homework, Quizzes, Class Participation, and In-Class Writing (20%)**
  This grade will be an aggregate total of your homework, quiz, class participation, and in-class writing grades for the semester. This aspect of the course is as close to “found money” as you can get, meaning if you show up to class regularly, keep up on the reading, engage in the course discussions, and apply yourself seriously to your work, these are points that are here for the taking.

- **Oral Report (Final Exam) (20%)**
  In a three to five minute presentation before the class, you will define and explain a term or concept central to your major of field of study. You will develop your explanation with description, demonstration, examples, causal analysis, process analysis, comparison/contrast, or any other techniques we have discussed in class that you think would be appropriate and helpful. You will be evaluated based on the delivery, content, and organization of your oral report, which also must include a visual/multimedia component. There will be a research component and annotated bibliography associated with this final assignment as well.
Evaluation and Grading
Students will be assigned a letter grade for each assignment ranging from A+ to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester.

97-100 = A+ 87-89 = B+ 77-79 = C+ 67-69 = D+ below 60 = F
94-96 = A 84-86 = B 74-76 = C 64-66 = D
90-93 = A- 80-83 = B- 70-73 = C- 60-63 = D-

*All written assignments must be typed and formatted to MLA standards (1 inch margins, 12-point Times New Roman font, double-spaced, no title page, properly documented, works cited). Refer to A Writer's Resource (or another grammar handbook) to answer questions about format, citations, and mechanical issues, or see me.

Attendance and Punctuality
Regular participation in this class is vital to its success. Each student is allotted four absences without penalty. After that, the student’s final grade will be docked as follows:
- Fourth absence: no penalty
- Fifth absence: student’s final grade drops one letter (e.g., from “B” to “C”)
- Sixth absence: student’s final grade drops two letters (e.g., from “B” to “D”)
- Seventh absence: student’s final grade drops three letters (e.g., from “A” to “D”)
- Eighth absence: student’s final grade drops four letters (e.g., from “A” to “F”)

Note: The English Department draws no distinction between excused and unexcused absences. Please come to class on time: three late arrivals equal one absence.

Writing Center
The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas to student essays, and tutors are specifically trained to avoid appropriating the student’s work.

1. For more information, visit the Writing Center online: http://www.westga.edu/writing/.
2. To schedule an appointment, call 678-839-6513 or email writing@westga.edu.
3. The UWC is located in TLC1201.

Excel Center
The Excel Center offers the following services to all UWG students:
- Academic advising for students with undeclared major and select early and pre-majors.
- Free tutoring in all core curriculum classes.
- Upper class mentoring of new students.
- Major/Career exploration in hundreds of majors/fields.
- Help with study skills and computer use.
- General troubleshooting for UWG students.

For more information visit http://www.westga.edu/excel/.

Plagiarism
The university considers plagiarism and other forms of academic dishonesty to be a serious breach of academic ethics. Section 207 of the University of West Georgia Faculty Handbook, which defines plagiarism as “Improper academic conduct…the purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and information obtained from another person without giving credit to the person from whom such information was obtained.”

Excessive Collaboration: By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence.
Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student’s voice/style and original claims to course related work) is considered another form of academic dishonesty and therefore will not be permitted.

Each incidence of plagiarism is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to the disciplinary review board (which may ultimately result in the expulsion, suspension, or disciplinary removal of the student from the university). In order to facilitate the prevention and detection of plagiarism the Department of English and the University of West Georgia will maintain records of plagiarized assignments and those who prepare and/or submit them.

**In short, please do not plagiarize.** If you are struggling with time constraints for any reason, see me to discuss alternative deadlines before making a poor decision like plagiarizing. For further information: http://www.westga.edu/~engdept/Plagiarism/index.html.

**Disruptive Behavior Policy**

Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, sleeping in class, not being prepared for class (lack of materials, assignments, etc.), allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices (i.e., texting). Please also note: Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

**Course Website**

As noted above, I’ll be posting our course readings on the CourseDen website, so please be sure you can log on and access the material there. Please also be sure to update your e-mail address in your profile as soon as you can. I will rely upon this system to make contact with you in cases of unplanned cancellations or any updates or other communications.

**Office Hours**

I encourage you to visit me during my office hours (or to make an appointment if you cannot make my regular times). Please feel free to come by to say hello, to introduce yourself, to ask questions about the readings, or to discuss any element of your writing and research (at any stage of the process).

**Students with Special Needs/Disability Pledge**

Any student who has a special need should inform me during the first week of class. We will then set up a conference to discuss the specifics of the official paperwork from Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia.

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university
related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

University of West Georgia Honor Code
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

*Important Dates*
Monday, 9/2: Drop period (with refund) ends.
Friday, 10/18: Final Withdrawal (W) Deadline

**ENGLISH 3405 SCHEDULE**
The following schedule lists reading assignments on the days they are due. I may adjust readings depending on the needs of the class, but any changes will be announced enough in advance so that you may adjust your planning. ***Please bring the appropriate readings to class every day***

**WEEK 1: Introduction to Technical Communication**
- Monday 8/26: Introductions, policies, procedures, and major course assignments.
- Wednesday 8/28: Chapters 1, 6 & 16 (Show up to class on this date having read these three chapters.)

**WEEK 2: Audience Considerations & Office Communications**
- Monday 9/2: NO CLASS.
- Wednesday 9/4: Chapters 2, 3 & 15

**WEEK 3: Reports and Proposals**
- Monday 9/9: Chapters 22 & 23
- Wednesday 9/11: Chapter 24
WEEK 4: Ethical Issues
• Monday 9/16: Chapter 4 (RESEARCH PROPOSAL DUE)
• Wednesday 9/18: Chapter 5 & Chapter 17

WEEK 5: Organization, Style, and Visual Design
• Monday 9/23: Chapters 10-11
• Wednesday 9/25: Chapters 12-13

WEEK 6: Instructions and Procedures
• Monday 9/30: Chapters 19 & 20
• Wednesday 10/2: Chapter 21

WEEK 7: Group Work Presentations & Conferences
• Monday 10/7: SET OF INSTRUCTIONS PRESENTATIONS DUE & conferences
• Wednesday 10/9: SET OF INSTRUCTIONS PRESENTATIONS cont’d & conferences

WEEK 8: Job Search Strategies
• Monday 10/14: We will be visited from a representative from Career Services and will begin to develop strategies for the job search.
• Wednesday 10/16: Readings TBD

WEEK 9: Application Letters
• Monday 10/21: Chapter 18
• Wednesday 10/23: Readings TBD

WEEK 10: Résumés
• Monday 10/28: Chapter 18 cont’d
• Wednesday 10/30: Readings TBD

WEEK 11: The Research Process
• Monday 11/4: Chapters 7 & 8 (APPLICATION LETTER AND RESUME DUE)
• Wednesday 11/6: Chapters 9 & 10

WEEK 12: Library Research
• Monday 11/11: Meet in Library
• Wednesday 11/13: Reading TBD (PROPOSAL FOR FINAL PROJECT DUE)

WEEK 13: Understanding Oral Presentations
• Monday 11/18: Chapter 25 (ANNOTATED BIB FOR FINAL PROJECT DUE)
• Wednesday 11/20: Readings TBD

WEEK 14: THANKSGIVING
• Monday 11/25: NO CLASS
• Wednesday 11/27: NO CLASS

WEEK 15: Oral Reports & Course Evaluations
• Monday 12/2: FINAL ORAL REPORTS DUE
• Wednesday 12/6: FINAL ORAL REPORTS DUE
WEEK 16: Exam Week

- Wednesday 12/11: Class at 2:00-4:30 * NOTE TIME CHANGE *