Fall 2013
Professional and Technical Writing
Mastering the Fundamentals

English 3405-02W
T/R: 9:30 a.m. to 10:50 a.m.
TLC 1109

Instructor: Crystal Shelnutt
Office: Pafford 315
Phone: (678) 839-4858
Email: cshelnut@westga.edu

Office Hours: T/R: 7:00 a.m. to 8:00 a.m. & 11:00 a.m. to 2:00 p.m.
W: 10:00 a.m. to 1:00 p.m. (in the University Writing Center)
And by appointment

Required Texts:
(You must have both texts with you by the second class period. For details on assigned reading in preparation for that day’s class, please see our Course Calendar.)

  (Abbreviated as ETC in Course Calendar)

  (Abbreviated as BWH in Course Calendar)

Common Language for Course Syllabi:

Please carefully review the information at the following link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.
It contains important information about your rights and responsibilities in this course.
Course Description

- English 3405 will familiarize students with rhetorical concepts and writing forms required for diverse technical and professional situations. An analysis of the climates under which many of today’s high-technology industries’ documents are produced will govern students’ written responses to changing workplace needs. This course will equip students to edit and adapt their own writing skills to protocols and expectations in different media.
- This course offers intensive practice in composing powerful, audience-driven documents for a variety of private and non-private organizations.
- Students will also learn how to create and render—with appropriate communication skills and attitudes—effective business-related presentations, supported with documentary and visual aids.
- Prerequisites: Successfully passing both ENGL 1101 and ENGL 1102 with a grade of “C” or better.

Course Goals

- Students will develop the rhetorical acumen and composing skills needed 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.

DSC Goals

- This course is a writing intensive class; therefore the goals, aims, and premises for the Discipline Specific Writing 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 DSC, visit their website: http://www.westga.edu/dsw/
General Topics and Assignments

- Each project’s information sheet will be linked from the reading schedule, with full detail on protocols, due dates, etc.

Assessment

Expect a reading quiz each day material from our texts is assigned on the course calendar—these grades will be folded into your daily percentage.

<table>
<thead>
<tr>
<th>Coursework Assignments/Grade Determination</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Quizzes, ICAs, &amp; Daily Grades</td>
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<tr>
<td>Oral Report</td>
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<tr>
<td>Research paper</td>
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<tr>
<td>Portfolio</td>
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<td>2 page analysis of report</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>(to write a recommendation report)</td>
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<tr>
<td>Recommendation Report</td>
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<tr>
<td>Total</td>
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- **Grading**: While many of our documents will be composed apart from the standard essay model, your paper will nonetheless be graded according to the English Department’s grading criteria for 2000-level and above courses.

Please visit the link on the Department’s website for details: [http://www.westga.edu/~engdept/fr/Ruby.doc](http://www.westga.edu/~engdept/fr/Ruby.doc) Along with form and content, I will consider overall aesthetics when assessing your projects.

Policies

- **Plagiarism**: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments.
An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing this course. For further information see: http://www.westga.edu/~engdept/Plagiarism/index.html or The Faculty Handbook, sections 207 and 208.0401: http://www.westga.edu/~vpaa/handrev/ or the Student Uncatalogue “Rights and Responsibilities,” Appendix J: http://www.westga.edu/~handbook/index.php

- **Excessive Collaboration:** Students in this course should demonstrate the ability to produce independent writing that shows a level of competency. 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 any assignment discovered to have been constructed in this manner will receive a grade of “F.”

- **Recycled Papers/Work:** Turning in papers written for other professors or courses is not permitted; projects deemed as such will receive an automatic “F.”

- **Attendance:** You are allowed three (3) absences this semester: use them at your own discretion. Should you incur a fourth absence, however, your course grade will be reduced to a “D.” Should you incur a fifth, you will receive an “F” for the semester. Be aware that no distinction exists between excused and unexcused absences.

- **Disruptive Behavior**
  Although it may appear absurd that discourtesy on the part of her students must be addressed by a university instructor, I find conduct issues do arise and therefore must take precedence when outlining my expectations for your behavior during the course.
  So, here are my policies:

  Students will be dismissed from any class meeting at which they exhibit behavior that disrupts my instruction or the learning environment of others. Such behavior includes but is not restricted to: arriving exceptionally late for class, allowing cell phones to ring, incessant chatter, speaking disrespectfully to the instructor and/or other students, sleeping during class, checking email or surfing the Web, texting, using/viewing personal and/or video devices, or completing work for another professor’s class.

  Each dismissal will count as an absence and be applied toward the attendance-requirement policy as outlined above. Additionally, no personal electronic device may be located in your hand, upon your person, or on your desktop at any time during the class—unless previously approved by me. Silence, and stow your electronics for the duration.

  **NB:** In order to discourage the disruptions that accompany late arrivals, I will deduct ½ an absence for each day that a student is 5 minutes tardy; after 10 minutes, a student will be counted as absent.

- **Late work:** No late work will be accepted. Nor will I accept electronic submissions unless otherwise specified.
• **Communication:** This semester I am available for consultation during my posted office hours. Should you need to email me directly, please use the address listed above. Keep in mind that if we are to confer, you must have directed, specific questions to pose; I cannot address your papers, projects or assignments in a general sense. As per University policy, I can only communicate with you via your “My UWG” account.

• **Special Needs:** I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. Students with documented special needs may expect accommodation in relation to classroom accessibility, special test administration, etc. If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not registered with the University, please contact Dr. Ann Phillips in Parker Hall 272.

• **Miscellaneous:** While the syllabus and course calendar have been meticulously planned, there may be times that I find it necessary, based upon the needs of our class, to tweak or modify them. Be aware that it is your responsibility to print a copy of the syllabus and to stay abreast of the changes to the reading and/or assignment schedule.

  ° Students are expected to participate actively and constructively in class discussions, as well as show up prepared for class by completing the assigned reading and writing assignments.

  ° Students are required to have all textbooks and materials before the second class session, and all readings must be completed prior to coming to class on the date they are noted on the Course Calendar. Books must be brought to class every day—no exceptions.

  ° Keep in mind that while this is a technology-enhanced course, and we will—by virtue of our work stations here in TLC 1109—compose many of our documents on the computer, the primary focus of the class is professional and technical composition, not necessarily web design or desk top publishing.

### Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8/26 – 9/2</td>
<td>Drop/Add Period</td>
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<tr>
<td>9/2</td>
<td>Labor Day: No classes</td>
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<tr>
<td>9/3</td>
<td>University Writing Center Opens</td>
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<tr>
<td>9/3 – 10/18</td>
<td>Withdrawal Period Begins</td>
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<td>10/18</td>
<td>Last day to withdraw from classes and receive a grade of “W”</td>
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<tr>
<td>11/3</td>
<td>Daylight Savings Time ends: set clocks back one hour</td>
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<td>Date</td>
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<td>11/25 – 11/29</td>
<td>Thanksgiving Holiday Recess: no classes</td>
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<tr>
<td>12/5</td>
<td>Last day of classes</td>
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<td>12/12</td>
<td>Final Recommendation Report due</td>
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