

SYLLABUS

Fall Semester 2016

Advanced Business Writing

English 351, Sections 1 & 2

Dr. Lynn Ludwig

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| Office: CCC 312  Office Phone: 715-346-3230  Email: [lludwig@uwsp.edu](mailto:lludwig@uwsp.edu) | Office Hours  M & W 3:00-4:00  T & TH 1:00-2:00  Email me to schedule times outside  of designated Office Hours |

*No cell phones, earbuds, or laptops are to be used in class, except when I have given you permission to do so. I will give you ample cell phone* *breaks, so please* ***keep cell phones******in your backpacks*** *so you won’t be tempted to check them when they vibrate. Unauthorized use of technology in the classroom is unprofessional, rude, and distracting to all.*

***You are expected to come to every class, be on time, and come******prepared with an eagerness to participate****.*

**ENGLISH DEPARTMENT STATEMENT ON ELECTRONIC**

**CONTENT CAPTURING IN CLASSROOM**

**Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. NOTE: I, Dr. Lynn Ludwig, am giving written permission to photograph (via any electronic device) the homework assignments that I write on the classroom board, in every class meeting.**

**Course Description**

In this course you will:

* examine methods of audience analysis and strategies to shape effective written business communication,
* develop critical reading, thinking, and writing skills which can be applied in a variety of fields and on-the-job,
* study and practice some of the writing required in business, industry, and government, including emails, memorandums, resumes and cover letters, to name a few.

**Student Learning Outcomes**

By the end of the semester, you will:

* demonstrate, in your work, an awareness of the power of language to influence readers’ thoughts and behaviors,
* employ appropriate writing strategies to respond to the needs of readers in various contexts,
* identify common components of written products found in the business world,
* advance/develop an understanding of writing within the business world; and,
* strengthen your ability to write within professional settings.

**Course Goals**

The overall purpose of this course is to help you improve your strategies and skills that will make you a more effective communicator in your professional career. By studying and producing the kinds of documents used on the job, you will develop the communication skills valued by employers.

When you leave this course, you should be:

* familiar with the conventions of typical written communications in business, government, and industry,
* competent in designing communications that are appropriate in format and that your peers, your instructor, and others find to be clear, complete, correct, and convincing,
* practiced in understanding voice and tone so you can make them more appropriate to a given task,
* confident in giving constructive criticism to other students and accept criticism from others; and,
* more aware of the importance of becoming an effective and professional communicator in today’s changing workplace.

**Required Textbook**

Rental: *Essentials of Business Communication*, 10th edition, by Mary Ellen Guffey & Dana Loewy.

**Communication**

Please email me to reserve time during my office hours. If you cannot meet during my designated hours, we will work out a different time to meet. Outside of class and my office hours, my preferred method of communication is via email. We will use D2L, as well, so check **daily** for messages and postings.

**Assignments**

There will be 5 formal writing assignments, total. To avoid heavy penalties, turn in assignments on the dates due and pay special attention to the **correct** **dropbox location** in D2L. **All assignments must be turned in to D2L BEFORE class, on the day they are due.**

**Participation & Attendance**

This grade percentage will evaluate your:

* class attendance (tardiness will be recorded)
* class preparation which will focus on **in-class** **participation** **quality, defined in part, as:**
  + your ability to prove **you have read and reviewed the textbook assignments** I assign in each class
  + bringing **complete drafts to class** when **due**, to work on as directed in the classroom, for each of the 5 assignments (see schedule for details)

**Grade Distribution**

**5 Formal Assignments 75%**

Assignment 1: 10%

Assignment 2: 10%

Assignment 3: 15%

Assignment 4: 20%

Assignment 5: 20%

**Participation & Attendance (including rough drafts) 25%**

**100%**

**Excellent writing requires work and practice, whether in college or on-the-job. I will evaluate your writing from the perspective of how well it would succeed in its goal within a professional setting, with the following guidelines showing how I will assess your work and the letter grade that goes with it:**

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| **A range** | **Yes!** Your audience would be impressed and your supervisor would remember the work when considering a promotion for you. You took extra steps to be original or creative in developing content, or developing visual or verbal style. |
| **B range** | **Well, OK…** You got the job done and the document is complete content-wise, well-organized, and shows attention to style and visual design. Your supervisor would be satisfied with the job, but not impressed, and likely would have suggestions to revise and improve the document. |
| **C range** | **Hmmm…** You finished the job and while it is complete, content-wise, and organized, your audience would have questions. Your supervisor would be disappointed and ask you to revise or rewrite sections before allowing others to see the work. |
| **D range** | **Yikes!** The document is completed, but that’s the best we can say. Your supervisor would be troubled by the poor quality of the work and would demand significant revision. |
| **F** | **Uh-oh…** Your supervisor would start looking for someone to replace you (or you committed plagiarism). |

**In addition to the grading synopsis above and the specific goals of each writing assignment (outlined in handouts I will give you in D2L), areas I will be evaluating in all of your work are as follows:**

* Reader awareness (audience)
* Goal of writing is clear (purpose)
* Language/jargon is tailored to audience/culture (context)
* Conciseness
* Use of appropriate business document format and layout (white space, block paragraphing, bullets, use of emphasis)
* Correctness of grammar, word choice, and punctuation
* Appropriate delivery mechanism (email, hard copy, etc.)

**Attendance**

Plan to attend each class period. The majority of our work in class will involve our discussions, writing and analysis and working in teams to discuss content and drafts. Missing class means you will miss the input from classmates, and they will miss yours. Both are valuable and should not be neglected.

Since this class meets one time/week, missing one class is the equivalent of missing an entire week. You **will not pass** this course if you **miss class three or more** times. This is not a correspondence course; your participation is important for your work and that of your classmates.

**Plagiarism**

Taking credit for someone else’s work is plagiarism. It is stealing. Plagiarism is not tolerated at UWSP, and there can be serious consequences for offenses. Avoiding plagiarism does not mean you cannot use the exact words from a source, but that you must give the source credit. Stealing the work of others in business settings most often results in termination.

**Final Exam**

FA 5 counts as the Final Exam and is due at the start of the designated exam time. You may turn FA 5 in any time **AFTER** we have discussed your drafts in class during the final week of classes, **UP TO** the exam start time (see schedule for Final Exam days and times).

**University Resources**

Take advantage of all the valuable resources at **Career Services** (<http://www.uwsp.edu/career/>) (Old Main 134, x3226). Students of all majors will benefit throughout their academic careers by using the **Tutoring-Learning Center (TLC)** (<http://www.uwsp.edu/tlc/>) (basement of the LRC, Room 018, x3568). Students (with formally diagnosed or informally suspected) learning differences may want to visit UWSP’s **Disability & Assistive Technology** Center (<http://www.uwsp.edu/special/disability/>) (LRC 609, x3365 or TTY / TTD x3362) to work with that office to develop a Request for Accommodations Form or a referral to Assistive Technology. As students of the UWSP community, academic concerns can be found at the following URL: (<http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>)

**English 351, Sections 1 (Tues) & 2 (Weds)**

**Fall 2016 Semester Outline**

**Dr. Lynn Ludwig**

**Please note: All assignments are due in D2L BEFORE the start of class and all reading assignments will be given in class.**

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| **Date** | **Activities & Major Due Dates** |
| Week 1  Sept. 6 & 7 | **Introduction to Course** |
| Week 2  Sept. 13 & 14 | **Writing Professional Emails** |
| Week 3  Sept. 20 & 21 | **Bring DRAFT of FA 1 for Workshop** |
| Week 4  Sept. 27 & 28 | **FA 1 is DUE** |
| Week 5  Oct. 4 & 5 | **Writing Workplace Memos** |
| Week 6  Oct. 11 & 12 | **Bring DRAFT of FA 2 for Workshop** |
| Week 7  Oct. 18 & 19 | **FA 2 is DUE** |
| Week 8  Oct. 25 & 26 | **Writing Resumes**  **Interviewing Skills** |
| Week 9  Nov. 1 & 2 | **SPRING BREAK** |
| Week 10  Nov. 8 & 9 | **Bring DRAFT of FA 3 for Workshop** |
| Week 11  Nov. 15 & 16 | **FA 3 is DUE** |
| Week 12  Nov. 22 (23 No Class - Holiday) | **Writing Cover Letters**  **Interview Follow-Up Correspondence** |
| Week 13  Nov. 29 & 30 | **Bring DRAFT of FA 4 for Workshop** |
| Week 14  Dec. 6 & 7 | **FA 4 is DUE**  **Writing Recommendation Reports** |
| Week 15  Dec. 13 & 14 | **Bring DRAFT of FA 5 for Workshop**  **(Note: You may turn in FA 5, to D2L, any time AFTER our class meets this week to discuss your drafts.)** |
| Final Exam Week | **FA 5 DUE in D2L, no later than:**  **Section 1: 12/19, 5:00 p.m.**  **Section 2: 12/22, 12:30 p.m.** |