

Workplace Writing ENG 3355  
CRN: 11501  
University of Texas at El Paso  
Spring 2013  
MWF 9:30 – 10:20  
HUD300

**Contact Information:** Mr. Craig Wynne  
**Email:** [cwynne@utep.edu](mailto:cwynne@utep.edu)  
**Office:** University Writing Center  
**Office Hours:** Monday 10:30 – 11:30 a.m. or by appointment (24 hours in advance)

\*Students will be notified if office hours need to change for any reason.

**Prerequisites:** ENGL 1312, ENGL 1313, or ESOL 1312. Junior standing recommended.

**Course Description:**

The primary goal of English 3355 is to develop students' effective communication in professional contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

This class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different situations within the workplace. Students will produce a variety of documents and presentations while gaining more confidence and fluency in written, visual, and oral communication.

**Learning Outcomes:**

- Develop an efficient and effective writing process that includes strategies for invention, researching, drafting, revising, and editing
- Determine and analyze workplace rhetorical situations
- Understand the generic conventions of documents commonly used for workplace communication
- Create effective documents in genres commonly used for workplace communication
- Conduct research within the context of the workplace that will inform your writing
- Work collaboratively with a team to create written documents and multimedia presentations
- Consider the ethical dimensions of composing and working within organizations
- Recognize and respect various cultural attitudes toward and conventions for workplace communication

**Required Texts:**

- Oliu, W., C. Brusaw, and G. Alred (Eds). (2013). *Writing that Works* (11<sup>th</sup> edition). Boston: Bedford/ St. Martin's.
- Various PDF articles on Blackboard

**Required Online Programs:**

Although this is not an online course, several aspects of the class will utilize online and computer-based tools. Thus, you will be expected to be proficient in the use of computers and the Internet. If any of the following tools are new to you, you should begin familiarizing yourself with them as soon as possible. To be successful in this course, and indeed in current or future workplaces, you will need to stay abreast of new technology and be a self-learner. There are many resources available – from Instructional Support Services at UTEP to YouTube videos – that offer information about and instruction in web technologies. You must also have reliable access to the Internet. Not knowing how to use the technology or not having access to the Internet will NOT be acceptable excuses for non-participation or late assignment submission.

**Wiki:** The class Wiki page is where you will find all documents, course materials, resources, and instructions; participate in online discussion groups; submit all assignments; and much more. You will be sent an invite by the middle of the second week of class. It is your responsibility to check this page on a daily basis for announcements and other information about us. “I didn’t know” is not an acceptable excuse; all changes will be posted on the Wiki.

**Skype:** I may conduct some office hours via this service. You may also utilize Skype for group meetings. Oftentimes, employers will suggest a Skype interview if you are applying from another, far away location. Additionally, when traveling for business, Skype is one way to attend meetings. Thus, learning how to use Skype effectively and professionally will help with your future workplace communication goals. If you are not already on Skype, you can sign up here: <http://www.skype.com/intl/en-us/home>. My Skype ID is craigor678.

**Google Documents:** When you are working on group projects, especially the proposal assignment, you will use a Google doc for collaborative writing. I will create the Google doc for the proposal and invite each member of each group to it. Once inside, you can write synchronously or asynchronously and chat with each other at the same time in the side bar. To get started with Google docs, go here: [www.google.com](http://www.google.com) and click “Documents.”

**Dropbox:** Dropbox is a cloud-based storage site that allows you to easily store and share all kinds of files and is a good way to back up your documents. I may ask you to submit some projects, such as your PowerPoint presentations, to Dropbox instead of Blackboard, since Dropbox can handle larger files. You may also want to use it to access your documents during class time. To get started, go here: <https://www.dropbox.com/>

## Course Policies:

**Attendance:** The majority of class time will be spend discussing and workshoping, so your attendance is essential for participation. You are allowed three absences without penalty. **There is no such thing as an excused absence.** Each subsequent absence will result in a deduction of five points from your final letter grade. If you miss more than nine classes and you do not drop before the deadline, you automatically fail the course – no exceptions. **I will not drop you; you need to do this yourself.**

**Punctuality:** Lateness is distracting to both myself and your classmates. It can also cause you to miss important class information. I start class at EXACTLY 9:30, regardless of how many students are in the room, and I take attendance at the beginning of every class period. If you come in after I have taken attendance, you are officially “tardy.” **Three tardies is equal to one absence.** If you are more than ten minutes late, you are officially absent for that class period. If you are more than ten minutes late on a peer review day, you will be asked to leave, as groups will have already been set up.

***No matter how well you do on your assignments, failure to attend regularly will negatively affect your grade and may even cause you to fail the course.***

## Classroom Etiquette:

- Cell phones/ smartphones should be turned to silent and put away during class time. If you have an emergency call or text, please step outside of the classroom to conduct your business.
- Do not listen to MP3 players during class time.
- Sleeping in class will result in an absence.
- Please be respectful of all members of class during discussion. You will be asked to leave the classroom if you fail to conduct yourself in a professional, respectful manner. If you are asked to leave, that will result in an absence as well.

## Online Etiquette:

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face to face situation.
- Be sure to read everyone’s responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion.
- Do not copy another classmates’ response on a discussion board.

- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for the discussion. Pay close attention to the posted deadlines.
- The Wiki is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

**Academic Honesty:** Academic Dishonesty is **NEVER** tolerated at UTEP. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include: *Collusion*—working with others on an assignment intended to be an individual project; *Fabrication*—deliberately creating false information on a works cited page; and *Plagiarism*—the presentation of another person's work as your own, whether intentionally or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm> for more information.

**Copyright and Fair Use:** The University requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

**The Americans with Disabilities Act (ADA):** The *Americans with Disabilities Act* requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. When students suspect they have a disability and need an accommodation, they should contact the Disabled Student Services Office (DSSO) at (915) 747-5148 or [dss@utep.edu](mailto:dss@utep.edu). The DSSO is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.

**The University Writing Center:** The University Writing Center (UWC) is located on the second floor of the UTEP library in Room 227 and offers free one-on-one writing assistance for students. Online tutoring is also available. Graduate and undergraduate tutors work with writers on projects for a wide variety of classes and provide help during all parts of the writing process, including prewriting, drafting, revising, and editing. Meetings with tutors are on a first-come, first-served basis, but you may also make appointments with specific tutors. Some tutors are bilingual Spanish and English speakers. Tutors will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Visit the website to learn more or to sign up for online tutoring, and be sure to request tutoring well before a deadline: <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter>

**Email:** You may email me at any time to ask a question or to discuss course material. I will also email you from time to time regarding course issues, in addition to posting announcements on the Wiki. Please e-mail me at my UTEP address, as stated at the top. I will not be using Blackboard this semester. I will email you at your UTEP email address or via Blackboard, so be sure to check both regularly. When you e-mail me, please write it in the following format:

**Dear Mr. Wynne:**

**Write the content of your e-mail here. Make sure you've proofread for proper spelling, grammar, and punctuation. Do not use IM language ("2" for "to," "u" for "you," etc.).**

**Sincerely,  
Your Name**

If your e-mail does not follow this format, I will not respond. In addition, please do not ask a question that can be answered by looking at the syllabus or an assignment sheet, nor should you ask a question about an assignment within 24 hours of the due date. I will not respond if your e-mail falls under one of those criteria either. You need to prepare and to follow directions.

#### **Assignments:**

You will complete five major assignments and several smaller, weekly assignments over the course of the semester. All major and some minor assignments will be submitted using the "Assignments" feature in Blackboard. Assignments should be submitted as attachments unless otherwise specified. The following is a list of major assignments, brief descriptions, and point values. More detailed assignment sheets are available on Blackboard. Minor assignments will be announced weekly and will include reading, discussion posts, peer reviews, short essay responses, short multimedia presentations, etc.

Major assignments will be accepted up to three days after the due date, at a full letter grade deduction (ten points out of 100) per day late. For example, if you receive a 95 out of 100, and the assignment is two days late, your grade will be reduced to a 75.

1. 200 points     **Minor Assignments and Class Participation:** Short weekly assignments, discussion posts, and participation in class activities and discussions – *These will not be accepted late.*
2. 75 points     **Routine/ Positive Letter:** Letter that includes a neutral tone and is intended to convey information or present a perspective
3. 75 points     **Sensitive/ Negative Letter:** Letter that is intended to convey sensitive or negative information.

4. 250 points **Job Application Portfolio:** This portfolio will include a posting for a job position for which you qualify now or will qualify in the future; an analysis of the organization, job position, and audience for the application; a cover letter; and a resume.
5. 200 points **Proposal:** The proposal will include a cover letter, executive summary, analysis of a business situation requiring a solution, proposed solution with implementation of timeline and costs, and references pages. This project will be completed as a team.
6. 100 points **Proposal Presentation:** Groups will present their proposal to the class. The presentation will assume the audience is a group within the studied organization who can take some action regarding the proposed recommendations.
7. 100 points **Writing Process Portfolio:** Throughout the semester, you will be asked to reflect on your writing process. There will be a series of reactions to scholarly readings on the writing process, as well as some short assignments you will be asked to complete that will be a part of your reflections.

#### Grades:

You must complete all major assignments to pass the course. The following grading system will be used:

900 – 1000 points =	A
800 – 899 points =	B
700 – 799 points =	C
600 – 699 points =	D
Below 600 points =	F

Craig Wynne 9/6/13 7:47 AM

**Comment [1]:** I chose to have students reflect on the writing process as it occurred throughout each of their major assignments. It was an effective metacognitive strategy, as students were able to become aware of their processes.

### 3555 Workplace Writing Course Calendar (subject to change)

This calendar is a general plan for the course; deviations will be necessary. Some readings and short assignments will be assigned weekly; check Blackboard. Key: *WTW* – *Writing That Works*. Readings are due on the day they appear in the calendar.

#### Week 1:

**W, 1/23:** Introductions and the syllabus.  
**F, 1/25:** *WTW* p. 273 – 299 “Understanding the Principles of Business Communication.”  
 Introduction to the Wiki.

#### Week 2:

**M, 1/28:** *WTW* p. 300-308 “Designing Letters”;  
**W, 1/30:** *WTW* p. 314-322 “Routine and Positive Messages.” Discussion Post #1 due.  
**F, 2/1:** **First draft Routine/ Positive Letter due for peer review (bring two printed copies to class).**

#### Week 3:

**M, 2/4:** Grammar & Mechanics article on Wiki. Discussion Post #2 due.  
**W, 2/6:** Introduction to Writing Process Journal Assignment.  
**F, 2/8:** **Final Draft Routine/ Positive Letter due – Optional conference with instructor**

#### Week 4:

**M, 2/11:** *WTW* p. 323-336 “Sensitive and Negative Messages”  
**W, 2/13:** “Mindful Writing” on Wiki.  
**F, 2/15:** **First Draft Sensitive/Negative Letter due for peer review to peer review group. Drafts due to group via e-mail by 9:30 a.m. CC me.**

#### Week 5:

**M, 2/18:** Discussion Post #3 due. **Feedback on drafts due to group via e-mail by 9:30 a.m. CC me.**  
**W, 2/20:** “Freewriting” on Wiki.  
**F, 2/22:** **Final Draft Sensitive/ Negative Letter due. Optional conference with instructor.**

#### Week 6:

**M, 2/25:** *WTW* p. 573-596 “Preparing an Effective Resume.”  
**W, 2/27:** *WTW* p. 602-608 “Writing an Effective Letter of Application.”  
**F, 3/1:** “Self-Talk” on Wiki.

Craig Wynne 9/6/13 7:56 AM

**Comment [2]:** On due dates of assignments, I held optional conferences in lieu of class so students could receive individualized feedback on their work.

Craig Wynne 9/6/13 7:50 AM

**Comment [3]:** I wanted to incorporate awareness of Robert Boice’s principles of mindful writing so that students are able to approach the writing process in a healthier way by applying such principles.

- Week 7:**  
**M, 3/4:** Discussion Post #5 due.  
**W, 3/6:** “Emotional Intelligence” article on Wiki.  
**F, 3/8:** **Optional conferencing for Job Application Portfolios.**
- Week 8:**  
**M, 3/11:** Discussion Post #6 due.  
**W, 3/13:** View “Jumping Into the Writing Process” on Wiki.  
**F, 3/15:** **Final Draft Job Application Portfolio due – Instructor at conference.**
- Week 9:**  
**M, 3/25:** *WTW* p. 298-300 “Designing Memos”;  
**W, 3/27:** *WTW* p. 336-343 “Writing International Correspondence.”  
**F, 3/29:** No class – Spring Study Day
- Week 10:**  
**M, 4/1:** Discussion Post #7 due. Visit to Library.  
**W, 4/3:** Library Scavenger Hunt  
**F, 4/5:** **First Draft Informative Memo due for Peer Review.**  
**(Friday 4/5 is the last day to drop the course)**
- Week 11:**  
**M, 4/8:** *WTW* p. 129-142 “Collaborative Writing”;  
**W, 4/10:** *WTW* p. 523-534 “Conducting Productive Meetings.” Discussion Post #8 due.  
**F, 4/12:** **Final Draft Informative Memo due. Optional conferencing with instructor.**
- Week 12:**  
**M, 4/15:** *WTW* p. 385-417 “Writing Formal Reports.” **Signed group contract due.**  
**W, 4/17:** *WTW* p. 448-494 “Writing Proposals.”  
**F, 4/19:** **No class – Independent Group Work Day – Instructor available for open conferencing in UWC from 9:30 – 11:30 a.m.**
- Week 13:**  
**M, 4/22:** *WTW* p. 498-523 “Giving Presentations.” Work in groups.  
**W, 4/24:** **No class. Required conferences with instructor.**  
**F, 4/26:** **First draft of Proposal due for peer review.**
- Week 14:**  
**M, 4/29:** **No class. Required conferences with instructor.**  
**W, 5/1:** **Proposal Presentations. Final Draft of Proposal due the day of your presentation.**  
**F, 5/3:** **Proposal Presentations.**

Craig Wynne 9/6/13 7:55 AM

**Comment [4]:** For this session, students read Laura L. Myers and Mary L. Tucker’s “Increasing Emotional Intelligence in a Business Curriculum,” which advocated for the explicit instruction of emotional intelligence (EI) principles in business. Students read the article and practiced applying the concepts in a workplace scenario, which is in the “Videos” section.

**Week 15:****M, 5/6: Proposal Presentations.****W, 5/8: Proposal Presentations.****F, 5/10: Dead Day – No Class.****No Meeting Final Exam week if presentations are finished.**

I, \_\_\_\_\_, understand the policies and procedures as dictated by Mr. Wynne for this section of English 3355 – Workplace Writing.

---

Signature

---

Date

I do, however, have the following questions: