

## Course Policies

ENGL 394: Business Writing  
Spring 2016

### **INSTRUCTOR:**

Dr. Elizabeth McClure  
Office: Tawes 1200  
Office hours: T 2:00–4:00, Th 2:00–3:00  
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### **CLASS:**

ENGL 394-1103  
ENGL 394-1201  
ENGL 394-1302

### **TIME and ROOM:**

T/Th 9:30–10:45, Tawes 0207  
T/Th 11–12:15, ARC 1127  
Th 12:30–1:45, Tawes 1105

### **Course Description:**

Welcome to English 394 at the University of Maryland. The broad goal of the course is to prepare you for the writing tasks required of you in the workforce. Employers consistently say that strong writing skills are of paramount importance when they evaluate potential candidates. As a successful employee, you will be required to produce professional quality documents for audiences within and outside of your organization, such as résumés, reports, memoranda, letters, and email, the quality of which reflects on both you and your employer. Given the importance of writing in the professional world, honing your skills and learning to apply them to various professional situations is worth significant attention.

More specifically, this course will teach you to produce writing that is clear, useful, and appropriate in a professional context, as well as sensitive to the demands of your audience, the circumstances of the rhetorical situation, and the constraints of available and relevant formats. This course will also emphasize the importance of productive collaboration and public presentation of your research (both orally and in writing).

This is a studio course, which means that much of the work that we will do will occur during class. Expect to attend class every day, to write and rewrite your papers, and to read and comment on the writing of your classmates. Students in all Professional Writing courses write a minimum of 25 original pages distributed across six or more graded assignments.

Additionally, you should expect to complete substantial reading – both theoretical and practical – before coming to each class meeting, and you should come to class with text in hand and with questions and comments on the assigned reading.

If you have any questions about this course, its policies or procedures, the assignments, or anything else, do not hesitate to come and speak with me. I look forward to our work together this semester.

### **Texts:**

Texts will be posted on the course ELMS site. Students should print and read them before coming to class on the day they are listed on the syllabus. **All texts listed on the syllabus must be brought (on paper) to relevant classes.**

In addition to readings listed on the syllabus, you should also locate and make regular use of the following:

- a good style manual (e.g., Diana Hacker's *A Writer's Reference*)
- a good print dictionary (e.g., *American Heritage* paperback)

### **Learning Outcomes:**

Professional Writing Program courses fall into the Fundamental Studies category of the University of Maryland's General Education program. The Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation. On the completion of ENGL 394, students will be able to do the following:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and the ability to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Each assignment in this course is designed to teach and evaluate one or more of these seven learning outcomes.

### **Class Policies:**

Rule #1: Come to class on time every day, and stay in class for the entire session. If you will be absent or late or must leave early, meet the expectations of the professional world by notifying me *before class starts*. Email is the best way to accomplish this. If you must come in late or leave early, do so as unobtrusively as possible.

Rule #2: Silence all cell phones and put them away—off your desk, out of sight, out of reach.

Rule #3: Do not use a laptop in the classroom except for class-related writing, and only when directed to do so.

Rule #4: Practice behavior appropriate to the professional world: treat the classroom like a workplace, interact with your classmates as you would with colleagues, and approach all interactions (whether by email, on paper, in person, or on the phone) with professionalism and respect.

## General Requirements:

### Attendance:

**Timely attendance is required.** The writing you will do in English 394 will be based on skills you will develop and hone in class; for that reason, your attendance and participation will have a direct effect on your work and, ultimately, your grades. If you miss class, the quality of your work will suffer. Consequently, I expect you to arrive on time to class every day. If you miss part or all of a class session for any reason, you are responsible for finding out what you missed and how to make up work. You should talk to me about questions you have, but you should first contact a classmate for notes and information about material from class.

In general, I do not distinguish between excused and unexcused absences (or tardies), except in the case of serious illness, religious obligations, documented emergencies, and instances in which your presence is required elsewhere by the University, all of which require documentation and, where possible, advance notice.

→ Note that **missing more than two weeks' worth of class for any reason may result in a zero for the participation/professionalism portion of your grade** and may jeopardize your overall course grade. If you are absent, it is your responsibility to find out what you've missed. Missing more than two weeks of class will make catching up difficult, if not impossible.

In the case of serious or ongoing medical or other problems, contact me as soon as possible to discuss your specific situation and to make any necessary arrangements. See the next sections on absences for details.

**Unexcused or discretionary absences** are days when you do not attend class but do not have an "excusable" reason for missing: taking a family member to the airport, attending an out-of-town wedding, going to a job interview. You may miss the equivalent of one week of class – two class sessions – without overt and substantial penalty, although you will lose participation credit for the missed days. However, you are still responsible for all material covered in class, and if a major grading event (written assignment, in-class workshop, presentation, etc.) or quiz is scheduled for that class period, you will lose some or all of the points for that activity.

**Excused absences** are absences due to particular reasons identified by the University, including illness, religious observances, representation of the University at certain events, and compelling circumstances beyond your control. If you miss a class because of one of these reasons, your absence may be excused if you provide appropriate documentation.

→ Documentation for an absence due to **illness**

In general, students are expected to inform the instructor in advance of medically necessary absences, and present a self-signed note documenting the date of the missed class and testifying to the need for the absence. This note must include an acknowledgement that (a) the information provided is true and correct, and (b) that you understand that providing false information to University officials is a violation of Part

9(h) of the Code of Student Conduct. The university's policies on medical and other absences can be found at

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>.

- If you must miss a single class meeting because of illness, you should notify me by email in advance, if possible. The Health Center provides a form designed to document an excused absence (<http://www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf>), but in general an email providing the same information – the date and reason for the absence and a statement that the information is accurate – will be sufficient to excuse single day's absence as long as no major assignment is due on the date of absence.

Prolonged or serious illness preventing attendance from class for multiple days, or on a day when a major assignment is due, requires written documentation from the Health Center and/or health care provider verifying dates of treatment when the student was unable to meet academic responsibilities.

- If you miss two or more consecutive classes because of illness, you should contact me before the second absence to discuss your situation and make plans to catch up on missed material. To have your absence excused, you must bring a signed note from the health care provider who made the diagnosis. The provider must note the time during which you were unable to meet academic responsibilities. No diagnostic information should be given. Bring this note to class the day you return.
- If you must be absent because of illness on a day when a major assignment is due, you must notify me in advance and, on the day you return to class, you must bring documentation of the illness signed by a health care professional and noting the requirement that you miss class for the day(s) indicated.

→ Documentation for **other absences**

- If you must miss class over the course of the semester because your presence is required elsewhere by the University (e.g., if you participate on a team that travels), the coach or other university representative will contact all your instructors to notify them of relevant dates of missed classes. Missed work should be completed before the missed class unless another due date is negotiated in advance.
- If you must miss one or more class sessions due to religious obligations, you must send me an email during the *first three weeks of the semester* noting which days you will miss and indicating the reason for missing those classes. Absences due to religious observance will not be penalized; however, it is your responsibility to monitor course obligations and make plans in advance. Work should be completed before the missed class unless another due date is negotiated in advance. The calendar of religious holidays can be found at [http://faculty.umd.edu/teach/attend\\_student.html#religious](http://faculty.umd.edu/teach/attend_student.html#religious).

- If you must miss one or more class sessions due to serious and unforeseeable emergencies or other circumstances beyond your control (e.g., car accident, jury duty), you should contact me by email as soon as possible so that we can discuss your specific situation and make any necessary arrangements to make up work.

Note that all requests for excusing absences are covered by the student Honor Pledge, which prohibits you from providing misleading or inaccurate information regarding academic performance, including absences.

**Tardiness:** In the professional world tardiness is not tolerated, and I expect you to be on time to class each day. However, this campus is large, and another instructor may keep you late, or other unforeseeable events may prevent your timely arrival. In general, it is better to arrive late than to skip class so that you miss as little material as possible. If you do arrive late on rare occasion, take a seat as quickly and quietly as possible and do not disrupt class. Please note, though, that if you anticipate ongoing conflicts, you should seriously consider enrolling in a different section whose location or meeting time fits better into your schedule. If you come in more than ten minutes late, you will be marked as absent; the same rule applies to leaving early. As a result, repeated tardiness will have an overt negative impact on your semester grade. Finally, remember that it is your responsibility to catch up on your own time, not the class's.

#### Materials:

You will need regular access to a reliable computer with internet access, along with a printer. Please arrange for computer and printer access immediately. Note that to print at computer labs on campus you must have a Terrapin Express account; if you have not already set one up, you should do so right away since you will need to be able to print material for this course routinely. This course has an ELMS site, which will house major course materials such as the syllabus, assignment sheets, discussion board, and various readings. It is also where announcements will be posted, where some quizzes will be completed, and where some assignments will be turned in. Students are responsible for all material posted online, so should plan to check the course site routinely.

#### Coursework:

Coursework for this course consists of **seven major assignments**, along with occasional in-class work, homework, and quizzes. Participation/Professionalism is also a formal part of your grade.

#### Peer Review:

Peer review is the largest factor within the Professionalism segment of your semester grade, which should suggest its importance in the development of professional writing skills. All workplace writing undergoes the process of peer review, either formally or informally. Even the shortest and most basic writing tasks are rarely fully acceptable in their first draft, and the longer and more complex a piece of writing is the more likely it is to go through multiple drafts and multiple cycles of review.

In terms of this course, you will take your own writing through the peer-review process for most major assignments. Although the specifics may vary from assignment to assignment, in general you will make your rough draft available to members of your peer-review group; you will read and make written comments on each group member's draft and receive comments from each of your group members; and groups will meet during class to discuss each member's draft and make specific plans for revision.

→ NOTE: An absence on a draft workshop day will result in the loss of all points for that workshop, even if the absence is excused: an in-class workshop is collaborative and depends on the presence and work of all its members, so it cannot be made up once the class is over. While a student who misses a workshop can earn partial credit for a given peer-review cycle by commenting on groupmates' drafts, missing a workshop will have an enormous negative impact on this portion of the overall grade.

The immediate and simplest goal of peer review is to improve rough drafts through the assistance of classmates who share the same knowledge base and understand the assignment. The more significant – and more difficult – goal of peer review is to make each student a better critical reader and, consequently, a better reviser of his or her own writing. Learning to recognize the strengths and weaknesses of one's own writing is a crucial early step in developing good revision skills and entering into the practices of professional writing. This class will give repeated practice in developing this kind of sustained critical attention.

## **Specific Requirements:**

### Formal Assignments:

There are **seven major assignments** for this course: a Letter of Introduction, a set of Promotional Materials, a set of Application Materials, a Topic Prospectus Memo, a Progress Report, a Proposal, and a Presentation. Detailed assignment sheets will be provided for each.

### Homework and Quizzes:

Each week, a set of questions will be posted on ELMS related to that week's assigned readings and other work; each student will submit a brief written response to one of those questions each week. Additional homework will occasionally be assigned as well; most assignments are listed on the syllabus, but a few will be announced in class. Homework assignments are designed either to prepare you for a particular day's class work or to guide you through successful completion of the major assignments. Except in rare instances involving ongoing excused absences, homework cannot be turned in late or made up, but the two lowest scores will be dropped.

Periodically throughout the semester quizzes will be given at the beginning of class and/or on ELMS. In-class quizzes will not be announced in advance. Quizzes cannot be made up if they are missed, but the lowest two scores will be dropped.

### Professionalism and Participation:

Active, thoughtful participation is required. This means that you should make your constructive presence known in class throughout the semester by treating your classmates and instructor with respect and courtesy and by actively working toward successful completion of in-class work. Since a basic level of active and intelligent participation is taken as a given, failure to participate at that basic level, including by virtue of excessive absences (even excused absences), can reduce your grade, as can negative or inappropriate participation. Positive behaviors include contributing during class discussion, answering questions, and encouraging others' participation by asking thoughtful questions and by listening carefully.

A significant portion of your participation grade will be based on the professionalism of your conduct. Professionalism includes, at a minimum, attending class regularly, on time, and prepared for the day's work; avoiding use of electronic devices in class; paying attention to expectations and deadlines in and out of class; working effectively within groups; and communicating courteously and professionally in person and by email. All of your class-related interactions should be guided both by expectations for active engagement in the classroom setting and by professional standards of courtesy and workplace behavior. Finally, this category includes three formal grades: a set of three written Reflective Essays, your performance in Peer-Review Groups, and the set of curated notes you submit for an assigned class day.

Assignment sheets for each of these assignments are posted on ELMS and will be discussed in class.

### ***Two Important Notes on Drafts, Peer Review, and Professionalism***

- Many of our classes will involve working on your drafts. Failure to bring a substantial, credible version to class is failing to meet the course requirements. It has the same effect as missing the class session: your body may be here but your work and your brain are not. Such a failure is equivalent to deciding on a whim to skip work for a week at the beach: Upon your return to work you might discover not only that you no longer had a job but also that any prospective employer would be warned about your problematic attitude. In this case, you will find that you develop a reputation in class that makes others reluctant to work with you.
  
- Some students are tempted to bring their latest revisions in electronic form instead of on paper. As students eventually discover, this strategy *inevitably fails* because it severely limits a team's in-class ability to read and revise papers. Passing a computer from hand to hand wastes time, and hunting for the right sentence in an emailed draft is equally inconvenient even if everyone in a group has a laptop. Instead, bring hard copies for everyone in your group.

### **Late Work Policy:**

With very few exceptions, routine homework cannot be turned in late. To compensate, two routine homework assignment grades will be dropped.

Quizzes missed because of lateness or absence cannot be made up. The only exceptions to this will be made in the case of an ongoing medical or other situation that necessitates multiple or ongoing absences. The two lowest quiz scores will be dropped.

Major assignments that are turned in late will be reduced by a letter grade for each calendar day they are late; this means that a paper due on Tuesday will drop a grade if turned in on Wednesday; papers turned in more than one week late will earn a 0.

- If you find yourself in a situation that prevents you from completing an assignment on time, you *MUST request one by email at least 24 hours in advance*. An extension may be possible if you request it in advance; requests made after the fact, however, cannot be granted. To request an extension, send me an email *at least 24 hours before the assignment is due* explaining your reasons for requesting an extension and requesting a specific new due date; I cannot guarantee that I will grant your request, but I will consider it carefully and grant it where possible. Extensions requested less than 24 hours ahead will not be granted.

### **Grammar and Mechanics:**

Your work should demonstrate mastery of standard English grammar. I encourage you to seek out and take advantage of available resources (such as a style manual and the Writing Center) to improve any weaknesses. Papers with excessive grammatical and mechanical errors may be returned unread for correction and resubmission, and will be downgraded.

### **Format:**

In terms of content, format, and appearance, assignments are expected to meet *professional standards*. In general, and unless directed otherwise, work produced for this class should conform to the class's Style Guide, available on ELMS. Individual assignment sheets will include specific guidelines. Assignments that do not follow the course Style Guide and/or guidelines for the specific assignment will be penalized.

### **Drafting and Revision Policy:**

Revisions after graded assignments are returned are generally not permitted.

The basic principle that guides this course: Make all your mistakes and solve all your problems for free. The final version that I grade should reflect the best work that you are able to produce given the requirements and constraints of the assignment.

By the same token, because working through revisions is the basic process that we use in this course, I will not accept any assignment for which I have not previously seen a working version. For the same reason, changing topics at the last minute is not allowed.

**Portfolios:**

For this course, you will maintain your work in a portfolio, which you will house in a dedicated *two-pocket folder*. All completed work, including homework, should be kept in this portfolio. I may or may not collect homework in class on its due date, but you should keep it and bring it to class for possible use or collection.

Additionally, at the end of the semester I will collect all of your graded major assignments (and related draft work). Be sure to keep all assignments that are returned to you, along with comments. You can retrieve your folder during the next semester. All collected folders will be destroyed at the end of that semester.

**Conferences and Office Hours:**

I am available to discuss course-related matters during my office hours and by appointment. We will have at least one scheduled, formal conference, which is mandatory, over the course of the semester. I will also ask you to meet with me at other times if I believe a conference is necessary or would be useful.

During office hours, I will limit your time to 15 minutes if others are waiting; however, appointments are not necessary during office hours, and I will meet with students on a first-come-first-served basis. For the most productive meeting, come with a clear agenda, specific questions or issues you want to talk about, drafts or other written work you want to discuss, and materials for taking notes on our conversation.

If it is impossible for you to attend my office hours, I will schedule an appointment at a time that works for both of us. I treat appointments (but not office hours) like class time; if you schedule an appointment but don't show up and don't offer a legitimate excuse for missing the appointment, it will count as an unexcused absence.

**Communication:**

Since this is a course on professional writing, it is important that all communication that takes place in relation to class be conducted in a professional manner. All participants have a responsibility to conduct themselves professionally in the classroom, in written communication (e.g., email), and online.

Specifically, students are responsible for checking the course ELMS site and their UMD email regularly – every weekday is a good standard – and responding to requests for information in a timely manner, whether those requests are from the instructor or from classmates. All student emails should be written with professional standards and conventions in mind: at the least, this includes a *salutation by name* at the beginning of the email and the inclusion of the *writer's name* at the end.

As the instructor, I will be available by email on weekdays during normal work hours (i.e., between 9 a.m. and 5 p.m.); keep in mind that class time, office hours, and other professional responsibilities mean that I am not on email continuously during those hours. I will respond to emailed questions or requests for information within 24 hours during the week; for emails sent

over the weekend, I will respond by the end of the day on Monday. While I will often be able to respond to email more quickly than this, remember that email is not instant messaging, and you should not plan to get a response immediately.

### **Grading Standards:**

A grade of C indicates that you have adequately met all the major requirements for an assignment, but have areas that need improvement. A B indicates superior work that exceeds those standards, and an A indicates work that is exceptional. Failure to meet any of the requirements of the assignment will result in a grade of D or F. Specific grading standards for each assignment are posted separately on ELMS.

The undergraduate catalogue provides a complete definition of the university's grading system: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1534>.

- A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. In computations of cumulative or semester averages, a grade of A+ or A will be assigned a value of 4.0 quality points per credit hour. A grade of A- will be assigned 3.7 quality points per credit hour.
- B+, B, B- denotes a good mastery of the subject and good scholarship. A grade of B+ is assigned a value of 3.3 quality points per hour. A grade of B is assigned a value of 3.0 quality points per credit hour. A grade of B- is assigned a value of 2.7 quality points per hour.
- C+ C, C- denotes an acceptable mastery of the subject. A grade of C+ is assigned a value of 2.3 quality points per hour. A grade of C is assigned a value of 2.0 points per credit hour. A grade of C- is assigned a value of 1.7 quality points per credit hour.
- D+, D, D- denotes a borderline understanding of the subject. It denotes a marginal performance, and it does not represent satisfactory progress toward a degree. A grade of D+ is assigned 1.3 points per credit hour. A grade of D is assigned a value of 1.0 quality point per credit hour. A grade of D- is assigned 0.7 quality points per credit.
- F denotes a failure to understand the subject and unsatisfactory performance. A mark of *F* is assigned a value of 0 quality points per credit hour.
- XF denotes failure due to academic dishonesty.

In a business or professional context the grades would translate as follows:

- A = The supervisor congratulates the writer on exceptional work.
- B = The supervisor returns the document with guidance (usually vague and inadequate) on how to improve it: "Nice start. Fix it!"
- C = The supervisor asks another employee to fix the document.
- D = The supervisor calls the Human Resources Office to find out what kind of coaching or training might address the employee's weakness. Or the supervisor might suggest that the employee update his/her résumé.
- F = The supervisor calls the Human Resources Office to find out what next steps are possible, including how to fire the employee.

### Course Grading:

This course will use the following grade percentages:

A+	100%	A	95%	A-	92%		
B+	88%	B	85%	B-	82%		
C+	78%	C	75%	C-	72%		
D+	68%	D	65%	D-	62%	F	≤ 60%

This means that an assignment earning a B+ will be recorded as 88%.

Cumulative grades will be assigned as follows:

		94% and above	A	90 – 93.99%	A-		
87 – 89.99%	B+	83 – 86.99%	B	80 – 82.99%	B-		
77 – 79.99%	C+	73 – 76.99%	C	70 – 72.99%	C-		
67 – 69.99%	D+	63 – 66.99%	D	60 – 62.99%	D-	59.99% and below	F

This means that a semester total of 89.2% would translate to a letter grade of B+.

### Grade Breakdown:

Letter of Introduction	5%
Promotional Materials	12.5%
Application Materials	7.5%
Topic Prospectus Memo	15%
Progress Report	12.5%
Proposal	22.5%
Presentation	10%
Classwork, Homework, and Quizzes	7.5%
Professionalism, Participation, and Peer Review	7.5%

### Academic Integrity:

Any work that you submit at any stage of the writing process – rough draft, outline, bibliography, etc., through final version – must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly documented. Failure to do either of these things is plagiarism. Other integrity code violations include turning in the same or similar work for two instructors without the written permission of both, buying papers, submitting fraudulent documents, allowing others to turn your work in as their own, cheating on exams, fabricating research, using unauthorized resources, and forging signatures.

- If you have previously been enrolled for any length of time in a Professional Writing Course (ENGL 394 or any other PWP course), you *may not use any work* you began or completed for that course in this course.

If you have not had an opportunity to review your responsibilities as a student regarding academic integrity, please refer to the Division of Student Affairs web sites immediately: <http://www.jpo.umd.edu/conduct/conduct.html> and <http://www.shc.umd.edu/code.html>.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

I will ask all students to hand write and sign the Honor Pledge on all major assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”

For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

In cases of suspected academic integrity violations, Department and University policy requires me to forward material to the Student Honor Council. Students who are found “Responsible” for academic integrity violations will be sanctioned according to the recommendations of the Student Honor Council; usually, this means a grade of XF, or “failure due to academic integrity violation,” on the student’s permanent transcript. Other sanctions can include academic probation or even dismissal from the University.

I take this issue very seriously. You should, too.

### **The Writing Center:**

The Writing Center provides free one-on-one tutoring and assistance to students who have writing assignments in this or any course. You can make an appointment at their website (<http://www.english.umd.edu/writingcenter>); since appointments are offered on a first-come, first-served basis, you should make your appointments as far in advance as possible.

### **Diversity:**

The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or other identity category. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. (See **Statement on Classroom Climate**, <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>).

More specifically for Business Writing, we will practice and maintain the standards of courtesy and respect that govern professional interaction.

**Special Circumstances:**

The University of Maryland is committed to providing appropriate accommodations for students with disabilities. If you have a registered disability that will require accommodation, please see me immediately, no later than the end of the drop-add period. If you have a disability and have not yet registered it with Disability Support Services in the Shoemaker Building (301-314-7682 or 301-405-7683 TTY/TDD, [dissup@umd.edu](mailto:dissup@umd.edu)), you should do so immediately. If any other special circumstances affect your work this semester, please let me know in writing right away.

**Bypassing Requirements:**

If you have questions about procedures, if a problem occurs, or if you want to bypass a course requirement or ask for an exception, write me a memo, making clear what you are asking for and telling me whatever I need to know to make a decision. Please do not approach me after class to make your request; instead, present your request in writing and give me adequate information and time to consider it thoroughly, and I will be more than willing to take your requests and questions into consideration.

**Copyright Notice:**

Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission from the instructor.

**Emergency Protocol:**

In the unlikely event that the University is closed for an extended period of time or classes are otherwise unable to meet, we will use ELMS to hold virtual class meetings. The ELMS Announcements page, as well as UMD student email, will be used to contact students with specific instructions and information if necessary.

**Course Evaluations:**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is an important part of the process by which the University seeks to improve teaching and learning. All information you submit to CourseEvalUM is confidential; instructors have access only to group summaries of evaluations and cannot identify which submissions belong to which students.

## Syllabus

This schedule is subject to change.

Changes will be announced in class or on ELMS; students are responsible for noting all changes.

All texts are available on the course Canvas page unless otherwise specified.

All texts should be printed and brought to class on paper.

### **Wk 1**

T 1/26 UNIVERSITY CLOSED

Th 1/28 Introduction to the Course

→ READ:

→ DUE:

### **Wk 2**

T 2/2 Introduction to the Course (cont'd)

Professional Introductions

Assignment: Letter of Introduction

The Rhetorical Situation

→ READ: Assignment Cover Sheet (under Assignment Sheets on ELMS)

Assignment Sheet: Reflection 1

Assignment Sheet: Notes

Assignment Sheet: Reading Questions

Assignment Sheet: Letter of Introduction

Style Guide

The Rhetorical Situation

→ DUE: HW 1

Quiz 1

Reflection 1

Th 2/4 Assignment: Promotional Materials

Working in Groups

Class Work: Self-Assessment and Group Work

The Rhetorical Appeals

→ READ: Assignment Sheet: Promotional Materials

Collaboration

Why Some Teams are Smarter than Others

The Rhetorical Appeals

→ DUE:

### **Wk 3**

Tu 2/9 Emotional Intelligence  
Group Work – Promotional Materials

- READ: MBTI Basics (including 16 personality types)  
Emotional Intelligence: Developing Strong “People Skills”  
Emotional Intelligence: What Makes a Leader
- DUE: Letter of Introduction (in class and on ELMS)  
Reading Questions 1

Th 2/11 Term Project  
Developing a Topic (HW 3)  
Assignment: Topic Prospectus Memo  
→ READ: Assignment Sheet: Topic Prospectus Memo  
Writing Memos  
Sample Memorandum  
→ DUE:

#### Wk 4

Tu 2/16 Research Strategies  
Rhetoric of Research  
Secondary Research: Using the Library Modules  
Academic Integrity  
Stasis Theory  
→ READ: Stanford Guidelines for Web Credibility  
Analyzing an Argument: The Toulmin Method  
The Four Basic Questions  
Using the Four Basic Questions for Research  
→ DUE: Reading Questions 2

Th 2/18 Assignment: Application Materials  
Rhetoric of Introductions: Writing a Professional Bio/Intro  
→ READ: Assignment Sheet: Application Materials  
How to Write a Business Letter  
Principles of Document Design  
→ DUE:

#### Wk 5

Tu 2/23 Application Materials (cont'd)  
Using Narrative and Detail  
→ READ: Cover Letter Guidelines  
Cover Letter Tips  
The Language of Résumés  
Résumé Writing: Don't Falter on Step 1  
Résumé Guidelines  
Action Verbs  
→ DUE: HW 2  
Reading Questions 3

Th 2/25 Application Materials (cont'd)  
Corporate Culture  
→ READ: Sample Résumés  
Sample Cover Letters  
→ DUE: Bring draft of application materials (including Assignment Cover Sheet and job announcement)  
**HW 3 (Friday, February 26, 9 a.m., via ELMS)**

**Wk 6**

Tu 3/1 Peer Review: Application Materials  
→ READ:  
→ DUE: Three complete copies of the Application Materials (including Assignment Cover Sheet and job announcement)  
Reading Questions 4

Th 3/3 CONFERENCES – NO CLASS  
→ READ: Library Modules  
→ DUE: HW 3, revised (due at conference)  
Library Quizzes (ELMS)

**Wk 7**

Tu 3/8 Organizing Research  
Stasis Theory (Review)  
Group Work  
→ READ: TBA  
→ DUE: Application Materials

Th 3/10 Promotional Materials  
→ READ:  
→ DUE: Promotional Materials (presented in class)

**Wk 8** SPRING BREAK – NO CLASSES 3/14—3/18

**Wk 9**

Tu 3/22 Rhetoric of Research (review)  
Group Work  
→ READ: Past PWP Contest Winners  
→ DUE: Reflection 2  
Reading Questions 5

Th 3/24 Assignment: Progress Report  
Assignment: Proposal

Assignment: Presentation

Toulmin Method of Analysis (review)

→ READ: Assignment Sheet: Progress Report  
Assignment Sheet: Proposal  
Assignment Sheet: Presentation  
Analyzing an Argument: The Toulmin Method  
Using the Four Basic Questions for Research

→ DUE: HW 4

Rough Draft of Topic Prospectus Memo (**Thursday, March 24, 10 p.m., on ELMS**)

## Wk 10

- Tu 3/29 In-Class Workshop: Topic Prospectus Memo  
Planning/Scheduling  
→ READ: Why Writers are the Worst Procrastinators  
Later: What Does Procrastination Tell Us About Ourselves?  
→ DUE: Reading Questions 6  
Workshop Materials
- Th 3/31 Incorporating Outside Material: Quoting, Paraphrasing, and Summarizing  
Dealing with Problems, Admitting Mistakes  
Intellectual (and Other) Honesty  
Review of Research Strategies  
Misuses of Rhetoric  
→ READ: In Business, Love Means Having to Say You're Sorry  
An Apology to Our TurboTax Desktop Customers  
Assignment Sheet: Progress Report  
Quoting v. Paraphrasing  
Paraphrasing: Steps and Examples  
Misuses of Rhetoric  
→ DUE: Topic Prospectus Memo

## Wk 11

- Tu 4/5 Assignment: Presentation  
Visual Rhetoric  
→ READ: Visual Arguments  
Designing and Selecting Effective Visuals  
→ DUE: Reading Questions 7
- Th 4/7 Using Outside Sources: Natural Language Citation  
→ READ: Incorporating and Connecting Quotations  
Signal Phrases  
Verbs for Signal Phrases  
→ DUE:

**Wk 12**

- Tu 4/12 Knowing and Accommodating Your Audience  
Defining Terms Group Work  
→ READ: 6 Steps to Decoding Your Target Audience  
→ DUE: Rough Draft of Progress Report (ELMS)  
Reading Questions 8
- Th 4/14 In-Class Workshop: Progress Report  
→ READ:  
→ DUE: Workshop Materials

**Wk 13**

- Tu 4/19 Assignment: Proposal  
Full Argument  
→ READ: Scraping Bottom  
Spanning the Argument  
→ DUE: Progress Report  
Reading Questions 9
- Th 4/21 Active and Passive Voices  
→ READ: Dueling Fredericks  
Active and Passive Voices  
→ DUE: HW 5

**Wk 14**

- Tu 4/26 Presentations  
→ READ:  
→ DUE: Presentation Materials
- Th 4/28 Presentations

**Wk 15**

- Tu 5/3 Mechanics and Rhetorical Effect  
Common Usage Errors  
→ READ: Grammar and Style Sheets  
→ DUE: Proposal Rough Draft
- Th 5/5 In-Class Workshop: Proposal  
→ READ:  
→ DUE: Workshop Materials Part 1

**Wk 16**

Tu 5/10 In-Class Workshop: Proposal

→ READ:

→ DUE: Workshop Materials Part 2

FRIDAY 5/13 Final Work Due: Proposal, Reflection 3; HW 6