

ENGLISH 420-013: BUSINESS WRITING

FALL 2019 | T Th 10:30am – 11:45am | CRN 43048 | 3 Credits | WTHR 214

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Office Hours: Wednesday 9:30am – 10:30am & by appointment

COURSE DESCRIPTION

English 420 helps students become better business writers, across multiple global audiences, for multiple purposes, and in a variety of media. The work of the course is centered on presenting business-related material in written and visual formats that demonstrate an awareness of audience needs and contexts, effectively achieve implicit and explicit rhetorical purposes, and work to effectively address workplace, social, or global problems.

COURSE OUTCOMES

By the end of this course, students will be able to:

- Use professional writing theories and approaches to analyze and solve business problems individually and in teams
- Communicate market-driven information and organizational processes via a variety of media, genres, technologies, and presentations to a range of audiences and stakeholders
- Innovate written conventions and expectations to both professional and non-professional audiences with changing organizational needs
- Apply primary and secondary research methods and strategies to produce professional documents
- Design documents with an awareness of the human needs of users, paying special attention to accessibility, cultural diversity, and global sensitivity
- Interpret, contextualize, explain, and visualize data sets in specific rhetorical contexts or problems

REQUIRED MATERIALS

Thill, J. V. and C. L. Bovee (2019). *Excellence in Business Communication 13th edition*. Hoboken, NJ: Pearson.

Please note: this textbook is digital (and will be known from this point forward in the syllabus as "EBC").

Additional readings provided on Blackboard.

COURSE COMPONENTS

Each project will have multiple components that contribute to the larger, final project. Unless otherwise indicated, all materials must be submitted via Blackboard by 10:30am on the day it is due. Just like in the working world, you are expected to submit your work on time. I do not accept late work, and all projects must be completed in order to pass the course.

- Project 1: Professional Persona—250 points
For this project, you will be putting together a series of documents that highlight and describe your professional persona (resume, CV, cover letter, skill inventory, etc.)
- Project 2: Backgrounder Team Project—250 points
For this project you and a team will be doing background research, incorporating your research and data into a report with a visual component.
- Project 3: Team Project—400 points
For this project, your team will be doing a project based on the research you did for Project 2.
- Other assignments—100 points

EVALUATION

Letter Grades/Point Range
A+ = 1000-970
A = 969-940
A- = 939-900
B+ = 899-870
B = 869-840
B- = 839-800
C+ = 799-770
C = 769- 740
C- = 739-700
D+ = 699-670
D = 669-640
D- = 639-600
F = Below 600

GENERAL COURSE POLICIES

Attendance: You are allowed three absences, no questions asked. For each class absence over three, your final grade will be lowered by a full letter grade (100 points). More than six absences will result in an automatic failing grade for the course. You are responsible for obtaining all information about missed class meetings from a classmate and for submitting work on time. Excessive tardiness will not be tolerated. Three tardies equals one absence. If you enter the class more than 30 minutes late, you will be counted absent. In addition, disruptive behavior (including the inappropriate or inapplicable uses of technology while in class) can result in me asking you to leave. If this happens, that will count as an absence for that day.

Academic Integrity: Academic Integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

Purdue Honor Pledge: As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.

Nondiscrimination Policy: All class participants are expected to conduct themselves in a respectful and sensitive manner towards others and the course material. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html.

Accessibility and Accommodation: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed: Try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources: Please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

Major Campus Emergency: In the event of a major campus emergency, course requirements, deadlines, and grading are subject to change that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Blackboard and I will send an email.

Writing Lab: Many students believe the Writing Lab exists only for writers who need "extra" (or "remedial") help; however, having another set of eyes can help all writers strengthen their ideas and focus. Even the most accomplished writers need feedback. The tutors in the Writing Lab can work with students at any stage of the writing process, from planning and drafting to editing and polishing strategies. Writing Lab consultants work with undergraduate and graduate students from every department on any piece of writing from class assignments to job search documents. For more information, please visit https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html or call 494-3723.

If you want to be successful in this class...

- Be self-motivated and self-disciplined.
- Be willing to ask questions and speak up, especially if problems arise, or ask me questions privately.
- Do the reading and come to class prepared.
- If available, use class time to complete the work for the course.
- Respect your peers and your instructor. This means being open, generous, and actively attentive.
- Be willing to step out of your comfort zone and try something new.
- Accept critical thinking and decision making as part of the learning process.
- Commit to 5 to 10 hours per week per course.
- Find ways to enjoy yourself! Writing can be fun, if you let it.

ENGLISH 420 COURSE CALENDAR

This calendar will be periodically adjusted to meet the needs of the class, and short readings may be added to supplement the textbook. See Blackboard (BB) for more complete daily information and updates.

All readings from *Excellence in Business Communication* will be indicated by "EBC." For these readings, unless I tell you otherwise in class or via Blackboard, you do not need to complete the quizzes or questions that are in the book.

	Tuesday	Thursday
Week 1 Aug 20, 22	What is Business Writing? Professional Language Expectations Syllabus Introductions	<u>Reading</u> : Syllabus, EBC Prologue and Chapter 1 <u>Assignment</u> : Light Write #1 (Blackboard) Rhetoric, Context, Audience, Genre
Week 2 Aug 27, 29	<u>Reading</u> : EBC Chapter 5 <u>Reading</u> : CCO Handbook (Blackboard) Light Write #2 (in class) Project 1 Intro Position Searches, Analysis	<u>Reading</u> : EBC Chapter 15 Skills, Experience, Results
Week 3 Sept 3, 5	<u>POSITION ANALYSIS DUE</u> <u>Reading</u> : "Document Design" (Link on Blackboard) <u>Reading</u> : "Resumes and CVs" (Link on Blackboard) Document Design Resumes/CVs	<u>SKILLS INVENTORY DUE</u> <u>Reading</u> : EBC Chapter 16 Cover Letters/Application Letters
Week 4 Sept 10, 12	<u>Reading</u> : EBC Chapter 6 <u>Assignment</u> : Resume & Cover Letter Draft Due—Bring 4 Copies of Each Rhetorical Choices Memo Persuasion	<u>Reading</u> : Read Drafts of Resumes & Cover Letters Resume & Cover Letter Peer Response
Week 5 Sept 17, 19	<u>PROJECT 1 DUE – Resume, Cover Letter, Rhetorical Choices Memo</u> Intro to Project 2	<u>Reading</u> : TBA
Week 6 Sept 24, 26	<u>Reading</u> : Articles on Research (TBA) Research	<u>Reading</u> : EBC Chapters 2-3 Light Write #3 (in class) Teamwork
Week 7 Oct 1, 3	<u>Reading</u> : EBC Chapter 12-13 <u>Assignment</u> : Light Write #4 Reporting in the Workplace	<u>Reading</u> : EBC Chapter 8 <u>Reading</u> : Article on Data (TBA) Data
Week 8 Oct 8, 10	<u>FALL BREAK</u>	<u>Reading</u> : EBC Chapter 9-10 <u>Reading</u> : Article on Visual Rhetoric (TBA) <u>Assignment</u> : Bring in 3 different magazine ads Visual Rhetoric, Graphical Tools

Week 9 Oct 15, 17	Work in teams	<u>Reading:</u> EBC Chapter 7 <u>Assignment:</u> Bring working draft of Project 2 to present. Revision! Project 2 Peer Response
Week 10 Oct 22, 24	<u>PROJECT 2 DUE</u> Intro to Project 3	<u>Reading:</u> EBC Chapter 11, 13 Proposals
Week 11 Oct 29, 31	<u>Reading:</u> Article on Blackboard (TBA)	<u>Reading:</u> TBA
Week 12 Nov 5, 7	<u>Reading:</u> TBA	<u>Reading:</u> TBA
Week 13 Nov 12, 14	<u>Reading:</u> EBC Chapter 14 Presentations	Work in teams
Week 14 Nov 19, 21	Work in teams	Work in teams
Week 15 Nov 26, 28	Work in teams	THANKSGIVING BREAK
Week 16 Dec 3, 5	<u>PROJECT 3 DUE</u> <u>PRESENTATIONS</u>	<u>PRESENTATIONS</u>