ENG 103-01: Business and Professional Writing
Spring 2016 online course

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Introduction and Course Description:
Whatever line of work you choose to pursue after college, good writing skills will serve you well. Clear communication of instructions, information, and requests is essential for business to function; in addition, good writing will help you present yourself as polished and competent. In this course we will focus on the written skills needed for workplace success, emphasizing process strategies for clear, concise, and accurate communication that can be applied in a wide variety of professional and business settings. We will also develop skills in producing specific types of professional documents, analyzing the writing of others, and collaborating on written assignments.

Student Learning Outcomes:
This course satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students "gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively" (http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-CategoryMarker-Descriptions).

In addition, English 103 is designed to meet Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to "think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies" (http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/University-Requirements/General-Education-Program).

Required Text:
Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Communicating Effectively on the Job.* 11th ed. Boston: Bedford/St. Martin's, 2013.

Note: You must obtain the 11th edition of this work, whether in print or as an ebook. The premium resources connected with this book at the Bedford website are not required. You may purchase or rent the book depending on your finances. I know textbook costs can be quite high, but this book contains many useful examples and references you may wish to revisit when you find yourself on the job, so do consider actually purchasing the book.

Assignments:
Weekly Readings
Each week, you will be required to read **30-50 pages of material**, mostly from your textbook *Writing that Works* (*WTW*). This material will introduce various valuable skills and concepts that will help you to write more effectively in the workplace.

Because "surface errors"—errors in grammar, usage, and spelling—can be very distracting for readers, we will also have **a brief grammar unit each week**, designed to help you avoid surface errors. Units will discuss, for example, comma splices and run-on sentences, apostrophe usage, commonly confused words, and so on. Most grammar units will include a brief video and a handout you can keep for future reference.

Weekly Writing Assignments
The best way to write better is to write a lot. Therefore, we will write regularly in this class, with **weekly writing assignments due every Friday at midnight**. These assignments will coordinate with the weekly readings and will often also build toward larger assignments. For example, one week during your group proposal project, you will write an informal progress report about how the group project is proceeding. The weekly writing assignments will give you practice with a wide variety of genres required in workplace writing, from correspondence to proposals.

You will post these assignments in small groups, which I will set up. You'll be required to read your groupmates' posts, and you are encouraged to comment on them. (These comments on others' posts are ungraded.)

Weekly writing assignments will be graded on a 100-point scale using the following simple rubric.

What the assignment should do	Points
Demonstrate mastery of the concepts, skills, and/or genre conventions required by the assignment	40
Show an appropriate consideration of audience and purpose	30
Contain clear, accurate, and concise writing with no surface errors	30

The average of your weekly writing assignments will be worth 25% of your grade. As an attendance policy (see full policy below), I will drop your lowest weekly writing score before calculating your final grade *with the exception of peer review*. Because peer review affects others as well as yourself, the peer review weekly writing assignment cannot be dropped.

Weekly Quizzes
These quizzes will check your participation in the course and comprehension of the materials each week. Some of the questions will simply assess whether or not you have done the week's reading. Others will require you to put into practice the principles you have learned, both regarding specific skills from *WTW* and grammar and usage skills from that week's unit.

These quizzes will be graded using pure percentages (if you get 4/5 questions correct, your grade will be 80%). The average of your weekly quizzes will be worth 25% of your final grade. As an attendance policy (see full policy below), I will drop your lowest quiz score before calculating your final grade.

Group Proposal Project
In this major assignment, you will work together in groups to craft a **formal proposal for what this course's final project should be**. Together with your groupmates, you will decide what purpose the project should serve, research effective learning tools and real-world applications, and propose an end-of-semester assignment that will be worth 20% of your final grade. I will review each group's proposal and choose one to implement; **that assignment will then be the final project required of the whole class**. (I reserve the right to make changes if necessary.) More information can be found on the group proposal assignment sheet.

This assignment will be graded on a 100-point scale and will be worth 30% of your final grade. It will be **due Friday, April 8 at 11:59 pm**.

Final Project
This project will be determined by the results of the above proposal process.

The final project will be graded on a 100-point scale and will be worth 20% of your final grade. It will be due **Friday April 29, 11:59 pm**.

Grading:
Your final grade will be determined using the following percentages:
25% - an average of your weekly writing assignment grades
     (remember that I will drop your lowest score)
25% - an average of your quiz grades
     (remember that I will drop your lowest score)
30% - your grade on the group proposal
20% - your grade on the final project

Grade scale:

98-100 - A+	88-89 - B+	78-79 - C+	68-69 - D+	< 60 - F
93-97 - A	83-87 - B	73-77 - C	63-67 - D	
90-92 - A-	80-82 - B-	70-72 - C-	60-62 - D-	

Your grades can always be viewed on Canvas. **Please do not ask me what your grade is or is likely to be**. You're welcome to do the math yourself. Here's how:

- find the average of your weekly writing assignment grades *(remember that I will drop the lowest grade)* then multiply by .25 *(since the weekly writing assignments are worth 25% of your grade)*
- find the average of your reading quiz grades (*I will drop the lowest quiz grade*) and multiply by .25
- multiply your group proposal grade by .3
- multiply your final project grade by .2
- add all these numbers together—the total will be your grade

You can also use Canvas's "What If?" feature to figure out your grades. Search the Help guides for information about how to use it.

Late work:
Late discussion posts and late quizzes will receive 0s. For the group proposal and final project, your grade will be lowered by 10 percentage points (a letter grade) for every day the work is late. **If you have a medical or family emergency, please contact me immediately. If you experience a life event that will interfere with your ability to participate in the course on an ongoing basis, please contact the Dean of Students Office (http://sa.uncg.edu/dean/).**

Extra credit:
For your group proposal, I will add 5 percentage points to your grade on the project if you visit the Writing Center (you can do this online). *Note that for group projects, every group member must be present for the session to proceed.*

For your final project, I will add 5 percentage points to your grade if you visit the Writing Center, Speaking Center, or Digital ACT Studio as appropriate.

I do not offer extra credit other than these two opportunities, so please do not email me at the end of the course asking for additional extra credit.

Policies:
Technology:
This is an online class. You are responsible for maintaining a reliable internet connection and all other necessary technology, just as you would be responsible for transportation to and from a face-to-face class. "My internet quit" is not a valid excuse for missing an assignment, so please leave plenty of time for problems and have a backup plan in case your regular internet connection fails (like a campus computer or a public library). If you have a truly unavoidable emergency, contact me as soon as you can.

Attendance:
In a face-to-face M-W-F class, you would be allowed three absences at your own discretion before your grade would be affected. You would also be allowed latitude for religious holidays—I am required to include the following in my syllabus:
   "You are, by state law, allowed two excused absences due to religious holidays, which do not count toward your total allowed three absences. If you plan to miss class because of your faith, you must notify me in advance of your absence."

Since this attendance policy basically allows a week's worth of absence with no grade penalty, I will drop a week's worth of work in this online class: I'll drop one weekly writing assignment and one reading quiz (they need not be in the same week). If you need to miss a post for religious reasons, you must notify me before it is due.

Contacting me:
The best way to contact me is by email (rlbowman@uncg.edu). I will try to respond promptly—my goal is to respond within 24 hours, nights and weekends excluded. Be aware that emails sent the night before an assignment is due may not be answered before the due date, so please plan accordingly. If I haven't responded to an email

within 48 hours, please resend the email.

When you write me an email, **please use professional courtesy and respect**, as we discuss in this course. Include a greeting (such as "Dear Dr. Bowman-Abdi") and closing salutation (such as, "Have a good afternoon, Sam"), write in complete sentences, and most importantly, give me enough information to actually answer your question. I have received emails that consist of single sentences or even phrases that I simply can't respond to without being a mind reader. In order to achieve the best results, before you sent your email, read over it while imagining that you are the professor who must answer it.

If you have a question that you think others may benefit from hearing answered—for example, about an assignment, or about my expectations of you—please post it in the question forum on Canvas.

If you would like to video conference, speak on the phone, or chat online, email me to set up a meeting.

Academic Integrity:
"Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated" (from UNCG's Academic Integrity Policy). To ensure that you understand the university's policy on academic integrity, review the guidelines and list of violations at academicintegrity.uncg.edu. I expect you to abide by the Academic Integrity Policy. If you violate this policy, you will be required to attend a Faculty-Student Conference with me, per UNCG's Academic Integrity Policy. Violations will incur failing grades for the assignment or for the course, depending on the severity of the violation and the weight of the assignment within the final grade. Second-time violations will automatically result in failure of the course.

Behavior Tied to This Course
Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

"Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code."

For the entire policy, go to http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf

Resources:
University Writing Center:
The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Located in the Moore Humanities and Research Building, room 3211. Online sessions are also available. writingcenter.uncg.edu

University Speaking Center:
The University Speaking Center provides peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Their support is designed to help speakers further develop their own oral communication confidence and competence. Face-to-face and online sessions are available. The Speaking Center is located along with the Writing Center in 3211 MHRA. speakingcenter.uncg.edu

Digital ACT Studio:
The Digital ACT (Action, Consultation, and Training) Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Consultants act as a trained, engaged audience, providing feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Located in the lower level of Jackson Library, within the Digital Media Commons. digitalactstudio.uncg.edu

Learning Assistance Center:
The Learning Assistance Center offers free services to the entire UNCG undergraduate community and is located in McIver Hall, rooms 101-104, and 150. For help with study skills, contact Erin Farrior, Academic Skills specialist. Telephone: 334-3878; e-mail: lac@uncg.edu.

Office of Accessibility Resources and Services:
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: oars@uncg.edu.

Course Schedule:
The weekly rhythm of the class will run like this: Each Friday evening, the content for the new unit will appear on Canvas. There will be an introduction to the material,

usually including a **5-10-minute video lecture, which is required reading/viewing**. I will also include links to other material that may be of interest. You'll have the week to read, take the quiz, and complete your weekly writing assignment. **At 11:59 pm each Friday, your quiz and writing assignment for that week are due.**

NOTE: You should be sure to keep up with Announcements in Canvas regularly. You may choose how to do this: you can simply log in to Canvas once a day and check, or you can set your notifications so that you will be sent an email every time a new announcement is posted. (Check this guide out for instructions on how to set notification preferences: https://community.canvaslms.com/docs/DOC-1286)

Here is a schedule of the readings. *All deadlines are in the US Eastern Standard time zone.*

Week	Readings and Other Assignments
Week 1: Jan 11-15 **Assessing Audience and Purpose**	• syllabus (your quiz will include questions about the syllabus as well as about the assigned readings); *WTW* Ch. 1; Babb, "An Introduction to Rhetoric and the Rhetorical Triangle" (PDF available on Canvas) • comma overview
Week 2: Jan 19-22* **Organizing Material**	• *WTW* Ch. 2 • commas—compound sentences vs compound predicates
Week 3: Jan 25-29 **Writing Drafts**	• *WTW* Ch. 3 • commas with subordinates and conjunctions
Week 4: Feb 1-5 **Revising Drafts**	• *WTW* Ch. 4 • comma splices and run-on sentences *note that your **peer review is due by Wednesday at 11:59 pm**, while your own revised draft is due by Friday at 11:59 pm.
Week 5: Feb 8-12 **Business Correspondence I**	• *WTW* Ch. 8 • sentence fragments
Week 6: Feb 15-19 **Business Correspondence II**	• *WTW* Ch. 9 • semicolon
Week 7: Feb 22-26 **Proposals**	• Group proposals assignment sheet (your quiz will contain questions about the assignment sheet as well as the week's readings); *WTW* Ch. 13; Lee, "Prewriting Strategies: Ways to Get Started Successfully" (PDF) • colon
Week 8: Feb 29-Mar 4 **Collaborating and Meeting**	• *WTW* Ch. 5 & second half of Ch. 14 (the section about meetings) **read this before your group meets!** • apostrophes
Spring Break: Mar 7-11	• Have a great break!
Week 9: Mar 14-18 **Researching**	• *WTW* Ch. 6 • subject-verb agreement
Week 10: Mar 21-24** **Writing Informal Reports**	• *WTW* Ch. 10 • modifiers

Week 11: Mar 28-Apr 1 **Writing Instructions**	• *WTW* Ch. 12 • parallel structure
Week 12: Apr 4-8 **Designing Effective Documents and Visuals**	• *WTW* Ch. 7 • commonly confused words **Group proposal project due Apr 8, 11:59 pm**
Week 13: Apr 11-15 **TBD**	• TBD
Week 14: Apr 18-22 **TBD**	• TBD
Exams: Apr 28-May 4 **Demonstrating What You've Learned**	• **Final projects due Friday April 29 at 11:59 pm.**

* Monday Jan 18 is MLK day; no class.
** Friday Mar 25 is Spring Holiday; no class. You may choose whether to observe this holiday. That is, if you wish to observe the holiday, turn your work in on Thursday. I will not count work late, however, if it turned in before midnight on Friday.

If you plan to graduate this Spring, you must let me know so that I can submit your grades early.

This syllabus is subject to change. Always be sure to check the latest version of the syllabus.