



WALSH UNIVERSITY

ENG 240

Professional Writing

***ASSIGNMENT DUE ON THE FIRST NIGHT
OF CLASS: SEE PAGE 4***

Walsh University
School for Professional Studies
English 240: Professional Writing

INSTRUCTOR:

Name:
Home Phone:
Office Hours: Scheduled by appointment

REQUIRED TEXTS:

Successful writing at work, 8th ed., Philip C. Kolin.

A Writer's Reference, 6th ed., Diana Hacker.

COURSE DESCRIPTION:

English 240—Professional Writing — is an introduction to the practice of communication in the business world. Students learn the various techniques essential to planning, writing, and speaking in the specified formats for a business audience. English 240 provides students the opportunity to acquire proficiency in tone, purpose, and organization needed to communicate effectively in a business environment.

COURSE OBJECTIVES:

Upon successfully completing this course, students will be able to:

1. Understand the importance of audience adaptation in business communication.
2. Create content and vocabulary appropriate for a particular audience.
3. Write concise, grammatically and mechanically correct sentences and paragraphs.
4. Effectively use the techniques of collaborative writing and editing.
5. Learn to be professionally literate in all communications, internal and external.
6. Build goodwill through word choice and tone.
7. Develop clarity and purpose in written expression.
8. Understand and use the strategies of the writing process: invention, development, and revision.
9. Understand how to strategize all business messages.
10. Organize and structure effective business reports and proposals.
11. Deliver an oral presentation on a business subject.

GRADES:

Grading scale:

95-100 Superior	A	79-82 Average	C
93- 94 Excellent	A-	77-78 Below Average	C-
91- 92 Very Good	B+	75-76 Poor	D+
87- 90 Good	B	71-74 Very Poor	D
85- 86 Above Average	B-	69-70 Very Poor	D-
83- 84 Above Average	C+	Below 69 Failure	F

STUDENT RESPONSIBILITIES:

To earn graded credit for the course, students must complete and submit on time a number of written assignments, including skill and grammar exercises (both individual and group), business messages, and a business report or proposal. Students must also deliver an oral presentation during Workshop 8. Depending on the subject, this presentation may be individual or collaborative.

FINAL GRADES:

Final grades will be assessed according to the following percentages:

Business Messages:	30%
Skill Exercises:	20%
Written business report or proposal:	25%
Oral Presentation:	25%

Additional Practice. Students who need extra practice to overcome writing problems may request additional exercises from the facilitator. They may also schedule appointments with the Walsh University Writing Center, at 330-490-7233, or email kbuttermore@walsh.edu.

ATTENDANCE:

A student missing more than two class sessions will not receive a passing grade for the course. One excused absence may be granted in the event of an emergency; the instructor should be notified prior to the class session missed. Make-up work will be assigned, but the student will not receive credit for participation for the missed class session.

PLAGIARISM:

Plagiarism, the unacknowledged use of another's words or ideas, violates academic honesty and will not be tolerated. The facilitator may fail the student for the course, depending on the nature of the offense.

The department recognizes the following activities as plagiarism:

- 1) Handing in an assignment written by someone else.
- 2) Copying directly from sources without using quotations and proper documentation.
- 3) Using others' ideas without proper documentation.
- 4) Paraphrasing without using proper documentation.
- 5) Handing in a paper already submitted in another course without acknowledging this in advance to the instructor.

NOTES REGARDING ASSIGNMENTS AND WORKLOAD:

Adults whose writing and reading skills need work may lack confidence in themselves as writers, readers, and students. Through perseverance and practice, however, writing skills can be significantly improved. Students willing to work to improve their critical reading and writing abilities usually find that their improved skills are valuable, not only in course work, but also in their personal and professional lives.

We strongly urge students to complete the writing portion of each week's assignment early in the week it is due. Successful reading depends on being an active reader and reading each assignment more than once. Give yourself time for reading. Successful writing depends upon a process that includes a first draft and several revisions. Give yourself time for drafting and revision.

Assignments to be completed prior to Workshop One:

Read: Chapter 1 in *Successful writing at work* to develop familiarity with the importance of writing in the workplace, purpose and audience.

Read: Chapter 2 in *Successful writing at work* to acquaint yourself with the writing process.

Bring: Samples of business messages—letters, memos, reports, procedures, white papers, etc.—for class discussion.

- Prepare:* A description of your current or most recent job, which includes a detailed explanation of your job duties and the types and levels of your workplace communication responsibilities. This assignment will be collected and used as a sample of your writing. It will not be graded.

OBJECTIVES:

After completion of this workshop, students will:

1. Understand the importance of effective communication in business.
2. Recognize the main forms of business communication.
3. Understand the importance of purpose, tone, and audience.
4. Use the writing process and understand its role in workplace communications.
5. Implement the techniques of adapting one's writing to audience needs.
6. Avoid discriminatory language in writing and speaking.
7. Recognize grammar errors in their writing and learn to correct them in the revision process.

ACTIVITIES:

- Introduce students in the English 240 reading and writing community.
- Clarify assignment guidelines and grading criteria.

- Discuss effective communication and its importance, including the main forms of workplace communication
- Explain the guidelines for handling ethical dilemmas in communication and reaching ethical decisions.
- Students select exercises from pp. 35 and 36 to complete in groups.
- Class discussion of ways to use the writing process at work.
- Students work on exercises, individually or in groups, on pp.70-74.
- Analyze business messages brought by students to class.
- Grammar review: practice exercises in *A Writer's Reference*, based on students' writing samples. Work in computer lab, if available.

**English 240: Professional Writing
Workshop #2 Outline:**

Assignments to be completed prior to Workshop Two:

Read: Chapter 3 in *Successful writing at work* to understand the need for collaborative writing and editing in the workplace.

Read: Chapter 4 in *Successful writing at work* to become familiar with the proper format and organization of memos, faxes, and e-mails.

Prepare: Typed rough and final drafts of a memo, a fax, and an e-mail, using the writing process. Choose from problems on p. 141-2: #s 1-6 (memo); #9 (fax); and #10 (a-d) or #11(a-f). Please note that only one memo, one fax, and one e-mail need be prepared and submitted in Workshop 2 for this assignment.

OBJECTIVES:

After completion of this workshop, students will:

1. Understand the importance of successful collaborative writing and editing in the workplace.
2. Implement techniques of collaborative team work to get information and assistance.
3. Understand the ways in which collaborative writing incorporates the writing process.
4. Recognize the common sources of team conflict and how to solve them.
5. Understand the advantages of collaborating on-line.
6. Improve collaboration through business meetings.
7. Use the proper methods of formatting and organizing writing memos, faxes, and e-mails.
8. Learn how to strategize memos, faxes, and e-mails based on the writer's purpose and audience.
9. Recognize appropriate style and tone for memos, faxes, and e-mails, both internal and external.
10. Learn the dos and don'ts of appropriate memo, fax, and e-mail protocol.
11. Continue to improve grammar through problem recognition and practice.

ACTIVITIES:

- Discussion of assigned Chapters 3 and 4 in *Successful writing at work*
- Review the guidelines for successful group writing and editing.

- Discuss the sources of conflict in teams and how to deal with them ethically and constructively.
- Analyze the models for collaboration: cooperative, sequential, functional, integrated, and co-writing.
- Separate into small groups to work on a collaborative document. Use lab, if available.
- Students will combine their efforts to prepare a single document and share authorship.
- Facilitator and students will select problems from pp. 113-15, #s 1-5.
- Discuss ways to collaborate through meetings, including planning a meeting, creating an agenda, and writing the minutes. Review report of minutes from a business meeting on pp. 111-112.
- Discuss the proper format for memos, faxes, and e-mails.
- Discuss the organization, style, and tone of memos, faxes, and e-mails as internal and external messages.
- Review examples of each type of correspondence, using models in the book and those brought to class by students for Workshop 1.
- Practice formats individually or in groups, using exercises on pp. 141-143, #s 1-16.
- Grammar review: exercises in *A Writer's Reference*, chosen by facilitator. Work in computer lab, if available.
- Submit memo, fax, and e-mail assignments (hard copies only).

**English 240: Professional Writing
Workshop #3 Outline:**

Assignments to be completed prior to Workshop Three:

Read: Chapters 5 and 6 in *Successful writing at work* to familiarize yourself with the basics of business letter writing and formats.

Prepare: Each of the following letters: letter of inquiry, sales letter, bad news letter, a

complaint OR an adjustment letter. Case problems based on facilitator/student choices, pp. 234-240. Use proper letter format.

OBJECTIVES:

After completion of this workshop, students will:

1. Know how to format and organize a business letter.
2. Identify different audiences through analysis and research.
3. Build goodwill through positive word choice, tone, and you-viewpoint.
4. Choose the most effective language in business messages for conciseness and clarity.
5. Adapt their writing style to audience needs, including international audiences.
6. Learn the difference between direct and indirect organization patterns.
7. Strategize and organize routine business letters: inquiries, special requests for action, good news, bad news, sales, complaints, adjustments, and follow-ups.

ACTIVITIES:

1. Discuss Chapters 5 and 6, using transparencies and models of business letter formats.
2. Explain the importance of layout, style, and tone in business letter writing, focusing on letter formats, word choice, and organization.
3. Practice business letter format individually and collaboratively by selecting exercises on pp. 185-190, #s 1-8.
4. Discuss audiences and effective techniques of adaptation.
5. Groups complete selected exercises on pp. 188-190, #s 9-13.
6. Discuss the differences between direct and indirect organization, using examples of situations in which each is used.
7. Review the various types of letters that are common in business, using samples in *Successful writing at work* and transparencies.
8. Practice the different types of routine business letters, using the exercises on pp. 234-41. Facilitator selects those exercises not previously assigned.
9. Grammar review, as time permits. Exercises from *A Writer's Reference*. Work in computer lab, if available.
10. Submit four (4) letter assignments due: inquiry, sales, bad news, complaint or adjustment.

**English 240: Professional Writing
Workshop #4 Outline:**

Assignments to be completed prior to Workshop Four:

- Read:* To prepare for the business report and proposal, Chapter 8 in *Successful writing at work*, on the use of the library's resources and services.
- Complete:* Library orientation session with Walsh University librarian. This session is usually held at the campus where English 240 is offered.
- Review:* Chapter 9 in *Successful writing at work* on documentation and the writing process.
- Read:* Chapter 10 in *Successful writing at work* on the importance of summaries and abstracts in business and technical research.
- Decide:* Problem to cover in the business report or proposal. Students may choose to do a report problem from the text, assigned by the facilitator, or one for his/her company.

OBJECTIVES:

After completion of this workshop, students will:

1. Have the skills needed to research a business report and proposal.
2. Become familiar with databases and reference sources.
3. Become reacquainted, through review, with documentation styles sheets needed to cite sources in the business report and proposal.
4. Understand the importance of effective summary writing in business.
5. Review the techniques for writing summaries, including executive summaries, evaluative summaries, and press releases.
6. Recognize the difference between a summary and an abstract.
7. Be able to write an informative abstract and a descriptive abstract.

ACTIVITIES:

- Discuss Chapter 8 on the availability of sources and services in the library, particularly the Walsh Library.
- Work with a Walsh librarian in an orientation session. Begin finding sources for the business report or proposal, whichever the student has chosen to write.
- Review MLA and APA documentation formats, using examples from *Successful writing at work* and *A Writer's Reference*.
- Complete selected exercises on pp 406-408, individually or in groups.
- Discuss the techniques of summarizing material, particularly the contents of a summary, what to include and omit, how to prepare to write a summary, and how to use computer software to summarize existing documents.
- Discuss the differences between executive summaries and evaluative summaries, using examples in *Successful writing at work*.
- Explain the differences between a summary and an abstract, citing examples in *Successful writing at work* and in *A Writer's Reference*.
- Review the techniques for writing a press release, using examples in the text.
- Write an in-class summary of a news release in *Successful writing at work*.

Assignments to be completed prior to Workshop Five:

- Read:* Three articles in *Successful Writing at Work*:
“Point-to-Point,” “Room-to-Room,” and “Large Audience Broadcasting.”
- Write:* A summary and an abstract: choose a separate article from the list above for each assignment.
- Revise:* One press release, #9 a or b, on pp. 442-443.
- Read:* Chapters 14, 15, and 16 about proposals, short business reports, and long business reports.

OBJECTIVES:

After completion of this workshop, students will:

1. Understand the basics of business report and proposal writing.
2. Understand the purposes and different audiences for proposals.
3. Identify the report audience and adapt the organization and format to the needs of that audience.
4. Identify the types of proposals and the purpose of an RFP (request for proposal).
5. Recognize the differences in structure, format, and organization between short and long business reports.
6. Identify and organize effectively all types of special reports used in business to solve problems and address company needs.
7. Be able to state a report problem clearly and list the factors of that problem.
8. Write a clear, objective business report or proposal that successfully integrates headings, subheadings, and graphics for problem solving, ease of readability, and comprehension.

ACTIVITIES:

- Discuss the purposes of proposals and the needs of the proposal audience.
- Outline the guidelines for writing a successful proposal, focusing on format, organization, and tone.

- Discuss the purpose of an RFP (request for proposal).
- Using examples in *Successful writing at work*, illustrate and analyze the different types of proposals: internal proposals, sales proposals, and proposals for research papers and business reports.
- Select exercise #1 on p. 623 for individual practice, and exercise #2 on p. 624 as a group activity that may be submitted Workshop 6 if extra time is needed to complete.
- Explain the purpose of reports and report types, including progress, sales, travel reports, test, and incident. Use examples from *Successful writing at work* to illustrate.
- Explain the guidelines for audience analysis in report preparation.
- Discuss the layout and organization of the shorter report forms.
- Discuss the differences between short and long reports, including preparation, audience analysis, parts, and process. Illustrate differences by using examples in the text, *Successful writing at work*.
- Assess understanding of report concepts by doing selected practice exercises, individually or in groups, pp. 661-662, #s 1-7.
- Individualized grammar review, based on student assignments that have been evaluated by facilitator. Practice exercises and session done in computer lab, if available..
- Submit summary, abstract, and press release revision.

**English 240: Professional Writing
Workshop #6 Outline:**

Assignments to be completed prior to Workshop Six:

Read: Chapter 12 in *Successful Writing at Work* on document design and web sites.

Chapter 11 in *Successful Writing at Work* on preparing and designing visuals.

Submit: A work plan and outline of your business report or proposal.

Complete: Short collaborative proposal begun in Workshop Five.

OBJECTIVES:

After completion of this workshop, students will:

1. Recognize the different types of web sites and the parts of a web page.
2. Understand the guidelines for designing and writing a successful website.
3. Evaluate the effectiveness of a web site.
4. Understand the purpose of textual and visual graphics.
5. Know how to construct and integrate graphics into reports and proposals.
6. Design successful and visually appealing business documents
7. Use the tools available on computers to control document design.
8. Improve grammar and sentence structure.

ACTIVITIES:

- Explain the various web sites and their importance to modern companies
 - Discuss the parts of a web page and the guidelines for designing one.
 - Evaluate the effectiveness of web sites by completing an exercise from pp. 551-553, as assigned by facilitator. Depending on availability of computers, this assignment may be turned in during Workshop 7.
 - Discuss the different types of textual and visual graphics, using examples from *Successful writing at work*.
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- Use the Internet to find creative ideas for graphics.
 - Groups complete selected exercises on pp. 497-501 in *Successful writing at work*.
 - Explain the tools available for designing visually appealing and easy to read documents at work.. Focus on page layout, typography, and spacing.
 - Grammar practice exercises, selected by facilitator, from *A Writer's Reference*. Work in computer lab, if available.

- Submit work plan and outline.

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**English 240: Professional Writing
Workshop #7 Outline:**

Assignments to be completed prior to Workshop Seven:

Submit: Business report or proposal.

Submit: Web exercise, if not completed in Workshop Six.

Read: Chapter 7 in *Successful writing at work* on resumes, cover letters, and job

interviews.

Chapter 17 in *Successful writing at work* on successful presentations.

OBJECTIVES:

After completion of this workshop, students will:

1. Sharpen their job search skills.
2. Understand the significance of networking in a job search.
3. Design resumes that are functional and logically arranged.
4. Write a cover letter that focuses on marketability of the job application.
5. Learn the appropriate conduct and techniques of successful job interviewing.
6. Write positive, well-organized follow-up messages.
7. Understand how to successfully deliver a formal business presentation.
8. Adapt presentations to the needs of different audiences.
9. Plan and integrate visuals effectively in oral presentations.

ACTIVITIES:

- Presentation by Director of Career Services, Walsh University, on the job search process and services available for Walsh students.
- As a class, continue discussion of the effectiveness of conducting a professional analysis, building a job contact network, and using job search web sites.
- Review popular resume formats, including the online resume. Use examples in *Successful writing at work*.
- Explain parts of an effective cover letter and follow-up letter, using illustrations from the text.
- Discuss and evaluate various job search websites.
- Discuss the dos and don'ts of successful job interviewing.
- Work collaboratively to complete selected exercises on pp. 285-289, #s 1-10.
- Review the techniques of public speaking and oral presentations.
- Review the parts of an oral presentation.

- Describe the guidelines for using visuals in presentations.
- Brainstorm ways to gain confidence in preparing the presentation.
- Conduct a mock group presentation, based on exercises, pp. 721-722.

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**English 240: Professional Writing
Workshop #8 Outline:**

Assignments to be completed prior to Workshop Eight:

Write: General purpose cover letter and resume.

Prepare: Oral presentations based on business reports/ proposals.

OBJECTIVES:

After completion of this workshop, students will:

1. Understand how to successfully deliver an oral presentation, adapted from the written report or proposal.

ACTIVITIES:

- Deliver oral reports.
- Collect cover letter and resume.
- Complete course evaluations.