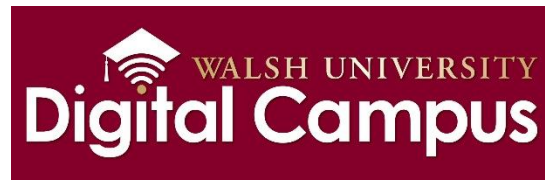# Course Number: English 240A
Professional Writing
Summer 2019
3 Hours

INSTRUCTOR INFORMATION

Instructor: Carolyn Embree
Email: cembree@walsh.edu
Phone: 330-244-4755 (office); 330-966-9153 (cell—calls and texts welcome)
Office Hours: Monday 7-8, Wednesday, 7-8, and by appointment

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 Prerequisites: English 102

COURSE STUDENT LEARNING OUTCOMES (SLOS)

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

CSLO 1: Understand the importance of audience adaptation in business communication.
CSLO 2: Create content and vocabulary appropriate for a particular audience.
CSLO 3: Write concise, grammatically, and mechanically correct sentences and paragraphs.
CSLO 4: Effectively use the techniques of collaborative writing and editing.
CSLO 5: Learn to be professionally literate in all communications, internal and external.
CSLO 6: Organize and structure effective business reports and proposals.
CSLO 7: Deliver an oral presentation on a business proposal or report.

REQUIRED COURSE MATERIALS

Kolin, Philip C. (2010). Successful Writing at Work. 11th edition. Cengage Learning. ISBN-13: 978-1-305-66761-7

Additional Readings under LESSONS and RESOURCES.

Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least two (2) original postings in the form of discussion questions per week and at least two (2) responses to colleagues' postings. This will result in a minimum total of four (4) postings each week.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.

- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate.   Support statements with examples, experiences, or references. However, students are encouraged to be brief — try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.

- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).

- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Assignments

All course written requirements should be submitted via the Assignments tool in ECN. Lessons will run Monday-Sunday of each course week. Lessons will open on the Friday prior to the start of a lesson. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Sunday) at 11:55 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete assignments from previous weeks once the due date is passed.

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communicate with Your Instructor

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email (see Page 1) with any personal and/or private issues or questions.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points
Job Description	10
Business Messages	250 (5 X 50 points each)
Summary and Abstract	20 (10 points each)
Report/Proposal Plan	30
Cover letter and Resume	50 (25 points each)
Business Report	200
Oral Presentation	200
Discussion Forums	240 (8 X 30 points each)
TOTAL:	**1,000**

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage
A	95% – 100%
A -	93% – 94%
B+	91% – 92%
B	87% – 90%
B-	85% – 86%
C+	83% – 84%
C	79% – 82%
C-	77% – 78%
D+	75% –76%
D	71% – 74%
D-	69% – 70%
F	Below 69%

Late Assignments

All assignments are due by on the day indicated on the assignment. If accepted by the instructor, late submissions (via email, dropbox, etc.) will be assessed a penalty.

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Plagiarism

Plagiarism, the unacknowledged use of another's words or ideas, violates academic honesty. The following activities are considered 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.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

Tutoring Services

Writing tutoring is also available through the Academic Support Center. These services are

available online. Please contact Jon Silvy at jsilvy@walsh.edu.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non- participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks

- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Olivia Justus
Student Support Manager
Cell Phone: 330-316-4625
Email: ojustus@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Weekly Topic(s)	Deliverables	Due Date
Week 1	Description of current or most recent job	5/5
Week 2	E-mail sent to instructor	5/12
Week 3	Memo, Letter of Inquiry, Sales Letter, Bad News Letter	5/19
Week 4	Summary and Abstract	5/26
Week 5	Business Report Plan	6/2
Week 6	Business Report	6/9
Week 7	Cover letter and Resume	6/16
Week 8	Oral Presentation	6/23

APPENDICES

Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	
Critical Thinking	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
				Total	

Writing Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	
				Total	

Oral Presentation Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.	The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.	The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.	
Flow (smooth transitions from point to point & slide to slide, where applicable)	Fragmented.	With few exceptions, flow is generally disjointed.	Flow supports delivery of the message.	Flow is supportive and seamless.	
Non-Verbal (eye contact, gestures, movement, posture)	Lacking in all attributes.	Needs Improvement: eye contact, gestures, movement, posture.	Generally acceptable in all areas with minor lapses.	Exceptional in all areas.	
Verbal Crutches (use of ah, um, uh, you know, etc.)	Inarticulate.	Frequent use of verbal crutches.	Generally fluent with minor lapses.	Fluent throughout.	
Appearance	No attention to appearance.	Inappropriate appearance.	Generally professional in appearance.	Professional appearance.	
Demeanor (Professional conduct)	No attention to demeanor.	Inappropriate demeanor.	Generally professional in demeanor.	Professional demeanor. Exudes confidence and poise throughout.	
Length	> +/- 2 minutes	+/- 2 minutes	+/- 1 minute	Used allotted time.	
Visual Appeal/Satisfaction (originality, creativity, charts, graphs)	Ineffective or inappropriate.	Lacks variety, originality, boring. Graphics do not support the message.	Supports the message and engages audience but does little to enhance the presentation.	Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.	
				Total	