Course Prefix/Number:

ENC 3250  Spring, 2012 – Sections 808, 809, 810, 811 (all listed as ENC 3250-808)

Course Title:

Professional Writing

Course Credit Hours: (3)

Instructor Name and Contact Information:

Dr. Judith Steele

Office Address: Bldg. 50/245

Telephone Number: 474-2032; Eng. Dept. 474-2923

Email: jsteele@uwf.edu

Office Hours: Tuesdays 9:00 -12:00; other times by appointments

Prerequisites:

Comp 1 & 2

Course Description:

Professional Writing is an advanced-level writing course emphasizing writing memos, letters, proposals, resumes, and reports with professionalism, accuracy, conciseness and tact. The latest guidelines of the American Assembly of Collegiate Schools of Business (AACSB) recognize the inadequacy of most students graduating from colleges
of business in the areas of communication and technology. By integrating the course Professional Writing into the technological environment via the Internet, the instructor provides opportunities for students to improve in both areas: computer knowledge and technology, and written communication skills.

**Student Learning Outcomes:**

1. Students will be proficient in producing the most common written business formats and documents, e.g., good news letter, bad news letter, memo, email, resume/letter of application, proposal. Other emphases include job interview skill building, non-verbal communication, using technology in presentations, and other oral communication skills, but the primary focus of the course is writing (no oral presentations).
2. Students will participate in reading online research articles, contributed by the instructor and by students for the purpose of gaining information on current major business topics and developing an interest in at least one facet of reading, leading to students’ choice of proposal topics for proposal due at end of semester. Discussion of research topics is tracked through course blogs.
3. Students will gain a thorough review of grammar and mechanics, as related to business writing in the standard written American English tradition.
4. Students will develop confidence in business writing and develop or polish basic written communication skills using technology.

**Method of Instruction:**

Professional Writing on-line is taught in a distance learning environment, MEANING THAT THE STUDENTS IN THE COURSE DO NOT MEET PHYSICALLY AT ANY TIME; ALL WORK IS DONE VIA THE INTERNET AND EMAIL through UWF’s e-learning system. **Students must use UWF email accounts.**

**Written Assignments:**
The instructor makes all assignments on-line, and students submit their rough drafts (optional) to their group members for assessment and suggestions. Students may use the online Writing Lab or walk-in Writing Lab (same lab). The instructor will be observing suggestions and questions in blog, and will advise as necessary. When students do not submit papers for critiquing online (or in person) to the OWL (online writing lab) UWF Writing Lab, they assume liability for all errors and usually forfeit high grades. Very few students need no remediation and review of grammar and sentence/paragraph problems.

The instructor will critique some of the assignments personally for each student, offering suggestions for corrections before final submission for grade on assignments. Students may exchange papers on short assignments with classmates for possible revisions before submitting to dropbox for a grade. A late option dropbox is available for late assignments with applicable grade reductions. **THE INSTRUCTOR DOES NOT ACCEPT ASSIGNMENTS VIA EMAIL. ALL ASSIGNMENTS MUST BE SUBMITTED IN THE ASSIGNED FOLDER FOR EACH ASSIGNMENT OR IN THE LATE OPTION DROPBOX.**

Our philosophy is to learn together through multiple revisions, discussions of grammar, and the student's individual acceptance of his or her own learning and improvement responsibilities.

**Tests:**

- Students take five tests on assigned chapters and other materials; the tests are open book, m/c and t/f.

**Final Project:**

- One large project is due the first day of final exam week as a final exam project.

**Class Discussion:**

- Participation in course discussions (online) is part of the overall grade (10%)
- The discussions are based on close readings of the text, current business articles, articles designed to help students choose and begin to work on proposal topics for last assignment of a written proposal.
• Students are assigned to small groups of 10 for discussions and readings. Each week at least one discussion forum is assigned to small groups. Additionally, via the open forum, students may discuss items relevant to the entire group (ask questions, etc.).
• Lastly, an optional forum for advanced discussions of library articles assigned by the professor is available for those students wanting extra credit -- up to 10 points per semester.

Course Topics Covered:

1. Understanding the foundations of business communication
2. Applying the three-step writing process
3. Writing and revising letters, memos, e-mail, and other brief messages
4. Finding and communicating information
5. Planning, writing, and completing reports and proposals
6. Participating in interactive reviews and discussions of grammar
7. Writing employment messages and interviewing for jobs techniques
8. Discovering online resources for business writing

Instructor Interaction:

• An online instructor assumes a different role from that of the traditional lecture instructor.
• The online instructor is a mentor or facilitator of learning. Bill Gates and others dub such an approach "life-long learning" or "discovery learning."
• The instructor makes the assignments; the students read the assigned material and submit responses to the assignments according to the cases and due dates.
• If the students follow the requirements and develop good grammar skills, they are well on the way to success in ENC 3250 online.
• If a student gets behind, he or she will have a very difficult time catching up, and the chances of a high course grade will be slim because the student will not be able to put the kind of time required into the assignments.
• From time to time, the professor extends the due dates for everyone, depending on circumstances, but basically, the class follows fairly closely to the schedule provided in the Content section of the class e-learning site.
• It may help if the student thinks of the course as a job, and the online instructor as the supervisor or project manager.
• The instructor uses a team-oriented approach (see Chapter 1 in Bovee Thill), meaning she has an "open door" policy online; students are encouraged to ask the instructor via email and/or instant messenger (pager) in the class e-learning site anything about topics, grammar questions, and so forth, but when it comes to the written assignments (the final due date after revisions), the instructor is obligated to assess student work as it is submitted, no matter what technical or other problems might arise.

**Required Text:**

Required Texts Available in UWF Bookstore & FWB Bookstore Bovee/Thill. *Business Communication Today*. Prentice-Hall. 11th Ed. (text available for sale or rent)

By Court Bovee, John V Thill

Business Communication Today, 11/E  
Courtland Bovee  
John V. Thill, *Communication Specialists of America*

ISBN-10: 0132539551  

Publisher: Prentice Hall  
Copyright: 2012  
Format: Cloth; 720 pp  
Published: 08/04/2011

Method of Evaluation (grading):

Assignments are evaluated by the instructor on a points basis, as illustrated in Table 1 below.

Table 1

Distribution of Assignments and Grades

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Distribution</th>
<th>Total Points</th>
<th>Total Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter tests and grammar</td>
<td>5 tests @ 60 points each</td>
<td>300 points</td>
<td>30%</td>
<td>950 – 1000 A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>900 – 950 A-</td>
</tr>
<tr>
<td>Short Assignments</td>
<td>4 (150;50;100;100)</td>
<td>400 points</td>
<td>40%</td>
<td>880–899 = B +</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>850–879 = B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>800–849 = B-</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>200 points</td>
<td>20%</td>
<td>780–799 = C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>750–779 = C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>700 – 749 = C-</td>
</tr>
<tr>
<td>Participation/Discussion</td>
<td>weekly</td>
<td>100 points</td>
<td>10%</td>
<td>600–699 = D</td>
</tr>
<tr>
<td>On assigned readings</td>
<td></td>
<td></td>
<td></td>
<td>Below 600 = F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000 points</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

- The assignments are graded on accuracy of response to the assignment, tone, clarity, organization, orderly sequence of ideas, unity and focus, logic, diction, format, and grammar and mechanics.
- The instructor may reduce late papers by one letter grade. A paper is on time when turned in when asked for, via dropbox in the class e-learning site.
- Grades for each assignment are posted in “gradebook” in e-learning, where students will access personal grades and class statistics at any time after the grades are posted.
Grading Scale Points Basis

see Table 1 above and Table 2 below.

Table 2 Grade Distribution

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>950-1000</td>
<td>A</td>
</tr>
<tr>
<td>900-949</td>
<td>A-</td>
</tr>
<tr>
<td>780-799</td>
<td>C+</td>
</tr>
<tr>
<td>750-779</td>
<td>C</td>
</tr>
<tr>
<td>700-749</td>
<td>C-</td>
</tr>
<tr>
<td>880-899</td>
<td>B+</td>
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<tr>
<td>850-879</td>
<td>B</td>
</tr>
<tr>
<td>800-849</td>
<td>B-</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
</tr>
</tbody>
</table>

COB and most other specific fields require a C in ENC 3250 for credit.

The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

The University of West Florida Plagiarism Policy

UWF Plagiarism Policy
The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: "Plagiarism. The act of representing the ideas, words, creations or work of another as one's own."

Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university.

Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas.

(see http://uwf.edu/cas/docs/plagiarism.htm ) (Duplicated on the following pages)

What is Plagiarism?

A major misconception some students have is believing that rewriting something is not plagiarism because they are "putting it in their own words." However, if the source is not acknowledged, such rewriting IS PLAGIARISM. Copying and pasting actually accounts for only a small percentage of plagiarism. Most plagiarism is a result of text manipulation. The accessibility of the Internet makes plagiarism very tempting, and unintentional plagiarism often springs from this source as well.

Simply stated, plagiarism is using someone else's work without giving appropriate credit. This improper usage can include the following:

- Copying and pasting text from on-line media, such as encyclopedias.
- Copying and pasting text from any Web site.
- Transcribing text from any printed material, such as books, magazines, encyclopedias or newspapers.
- Simply modifying text from any of the above sources. For example, replacing a few select words with one's own does not constitute original work and thus is plagiarism.
- Using photographs, video or audio without permission or acknowledgment is plagiarism. You may use photographic, video or audio sources with or in a paper or multimedia presentation that you create, as long as you do not profit from it or use it for any purpose other than the original assignment. You should include the source in your bibliography.
- Using another student's work and claiming it as your own, even with permission, is academically unethical and is plagiarism. Known as "collusion," this misrepresentation is unacceptable.
- Purchasing course papers or other work from commercial sources is academically unethical and is treated as plagiarism.
- Translation from one language to another is not using your own words and ideas and is treated as plagiarism. Translations fall under the guidelines for quotations, summaries and paraphrasing.
• Using an essay that you wrote for another course or purpose without getting permission from the instructor of both the current course and the course in which the original work was submitted is SELF-PLAGIARISM. You may use your previous work as a basis for new research if the original work is included in your bibliography.

Quoting, Summarizing & Paraphrasing

Whenever you quote, summarize or paraphrase, you must acknowledge the original source. If you do not directly credit your source in a citation, YOU ARE PLAGIARIZING!

• If you quote a source, you must quote exactly, word for word. Cite the source in the paper with a footnote or parenthetical reference.

• The sources for summaries and paraphrasings must also be cited. Cite these exactly as you would a quotation. Summaries and paraphrasings are merely condensed versions of someone else's work. You must, therefore, give them credit for the information.

• Simply put, PARAPHRASING is putting an author's work into your own words. Although the information is in your own words, it is still the original author's work. You have merely rephrased it. SUMMARIZING is writing out the main points of someone else's work in your own words. Once again, this is not information which you have created; therefore, it must be cited.

Unacceptable and Acceptable Paraphrases

Here's the original text from page one of *Lizzie Borden: A Case Book of Family and Crime in the 1880s* by Joyce Williams et al.:

> The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers and provided jobs for a rising tide of immigrants. With industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

> The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven
companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River, where the Bordens lived, which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons: the writer has only changed around a few words and phrases, or changed the order of the original's sentences; the writer has failed to cite a source for any of the ideas or facts. If you do either or both of these, you are plagiarizing.

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S., they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers. (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer accurately relays the information in the original use of the writer's own words; the writer lets the reader know the source of the information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, grown populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade." (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer records the information in the original passage accurately, gives credit for the ideas in this passage and indicates which part is taken directly from the writer's source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism
• Put in quotation marks everything that comes directly from the text, especially when you are taking notes.

• Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully (cover up the text with your hand or close the text so you won't use any of it for a "guide") before writing out the idea in your own words.

• Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

What is Common Knowledge?

Common knowledge: facts that can be found in numerous places and are likely to be known by many people.

Example:

John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact. However, you must document facts that are not generally known and ideas that interpret facts.

Example:

According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact, but an interpretation; consequently, you need to cite your source.

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For complete information regarding Academic Misconduct, refer to the UWF Student Handbook or contact Student Affairs in Building 21, 474-2384.

Need Help?
The University Writing Lab, located in Building 51, room 157, is available to assist students with proper procedures for writing papers and documenting sources. Visit the Writing Lab or check out its web site at http://uwf.edu/writelab or e-mail writelab@uwf.edu

The University of West Florida acknowledges two key sources of information used in the creation of this brochure: Grosse Pointe North High School, Grosse Pointe Woods, Michigan (permission obtained on January 28, 2002, from Mr. Michael Spears) and Indiana University (permission obtained on January 28, 2002, from Dean Richard McKaig). This information is available in Alternative Format upon request. Published by the Office of Student Affairs University of West Florida 11000 University Parkway Pensacola, FL 32514 (850) 474-2214