ENGL 3301 Principles of Professional and Report Writing

WELCOME to this writing community. In this setting you will be involved in various writing projects that allow you (1) to identify needs related to your academic objectives and your future workplace and respond to those needs and (2) to address concerns or problems in the community that affect you in some manner. The main objective of this class is to help you gain the skills needed to think through these needs/concerns, analyze the audience(s) involved, secure various types of resources, generate solutions, and present these solutions in an effective manner. In class and beyond the classroom, you will work collaboratively with your classmates to benefit from the competencies that each one of you brings to this writing and learning community as we immerse ourselves in each project. (In this classroom context, your teacher will function as an active participant in this community.) You have authority as a writer; your teacher is not the only expert in this class. In fact, in this student-centered course you will emerge as an expert. You will not passively receive information from the teachers. You will conduct interviews with professionals in your future workplaces, request information from contact persons within the community, study and respond to the ideas of other writers, search for many types of other information (both traditional sources and online sources as well), and interact with your peers. YOUR ROLE as a student is to make important decisions and choices based on the information you gather and interpret. You will work as an independent and active learner in a collaborative environment.

Required Texts and Materials

- Garza, Susan Loudermilk. *Every Audience Has a Different Purpose: New Ways to Engage in Technical and Professional Writing.*
- Computer disks to save your work.

Course Objectives and Outcomes By becoming aware of the writing required to be successful in the workplace and analyzing the different types of writing, you will gain an understanding of the following concepts and be able to apply them to multiple writing situations:

- Audience - identify and understand the audience, writing for multiple readers
- Purpose - what do you want your writing to do
- Format - how will you present the information
- Role of collaboration in the writing process - peer review, roles and functions of collaborating members
- Revision/Editing - how each is revision different from editing, how does revision relate to audience and purpose
- Role of Others (including your teacher) in the Writing Process
- Design Elements - white space, paragraphing, headers & footers, document styles, typefaces, and visual aids
You will understand and use these elements by writing and working with the following types of writing:

- Memos and Short Reports
- Reports and Proposals
- Interviews
- Instructions and Other Forms of Technical Writing
- Correspondence
- Job Search Documents
- Oral Reports
- Numerous Other Formats Based on the Needs of the Audience

**Writing Workshop** This class is designed as a hands-on writing workshop class. You will have an active role as you work on the phases of each project and respond to the work of your classmates and receive on your work. This class is designed to give you experiences that are similar to those you will experience in the workplace so you will also receive feedback from others outside the class. We will work on your assignments everyday. The work is on-going and hands-on. Writing is an active process and the more you actively participate, the better results you will see in your writing progress.

**Peer Review.** Professional writing means *always* having someone (usually a supervisor or co-worker) read, evaluate, and assess your work before it "goes out." As a regular part of the class, you will bring drafts to class of what you have written, and your classmates will review it for you. "Draft" means "as good as you can make it," not a few lines thrown together. **If you do not have a draft during a peer review session, that portion of the assignment will be docked a ten percent penalty of your portfolios's final grade.**

**Grading**

75% of your grade will come from 3 portfolio projects.

10% of your grade will be based on responsibility, which equals active participation and a professional attitude. If you are prepared, turn your work in on time, and exhibit an attitude of personal responsibility for your grade and your writing progress, you will receive full credit in this area as well. In our individual meetings I will ask for feedback from you regarding your responsibility grade. If you don't provide your peers with feedback on their writing, don't turn things in on time, or don't do daily assignments, this, too, will be factored in.

15% will come from your in-class writing and your reflective summaries about reading.

**Tutoring and Learning Center** This is a very valuable, free service for all students. I would encourage all students to take advantage of the service. As you work on rewriting your papers, you should consider going there for some additional feedback as very often a person with
another viewpoint can often help us to see different approaches we can take in our writing processes.

**Academic Integrity and Dishonesty** Students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Please refer to the 2000-2001 Texas A&M University-Corpus Christi Catalog for additional requirements.

**Additional Assistance** If you require additional assistance, please contact the Coordinator for Students with Disabilities at 825-5970. *The main objective of this class is to help you gain the skills needed in order to be a good writer and thinker in the workplace. If you have problems with writing, do not like writing, or have phobias about writing, hopefully this class will help. If you keep up with the exercises, even though it may be difficult at times, you will probably see a big difference at the end of the class and hopefully have a much different attitude toward writing. Writing improvement does require a great deal of effort. If you put forth the effort to work on your writing skills, you should see a big difference in your writing when you finish the course.*

**Academic Advising** The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.