English 1016 WDE: Introduction to Professional Writing

Course Location: Online via myCourseLInk[i]

Class Times: N/A

Prerequisites: none

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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Instructor Information

- Instructor: Evan Sills
- Email: essills@lakeheadu.ca
- Office Hours: online, by appointment

Course Description/Overview

An introduction to professional-level standards of composition, editing, and documentation. A review of English grammar and rhetorical forms, and a study of writing in a variety of professional contexts with an emphasis on assessing rhetorical situations and crafting messages to inform and persuade diverse audiences in a variety of fields and formulas.

Course Objectives and/or Learner Outcomes

At the end of the course, students should be able to:

- Write well (grammatically correct, clear, effective prose).
- Communicate ideas effectively, coherently, and professionally, in a variety of complex professional scenarios and mediums

Course Resources

Required Course Text*(s)*

- Paul MacRae, *Business and Professional Writing: A Basic Guide*

Course Website*(s)*

- Desire2Learn (or myCourseLInk)[i]

Course Schedule

Week	**Reading & Activity**
Week 1 Jan 10-14	- Lesson 1: Intro to Course **Diagnostic due January 14th**
Week 2 Jan 17-21	- Lesson 2: Tone and Language/ read p25-31. 33-59 - Lesson 3: Addressing Letters & Emails/ read p153-160 Discussion Post 1
Week 3 Jan 24-28	- Lesson 4: Punctuation/ read p81-93 - Lesson 5: Resumes & Cover Letters/ read p197-227 Discussion Post 2
Week 4 Jan 31-Feb 4	- Lesson 6: Sentence Structure/ read p61-80 - Lesson 7: Ambiguous Wording & Pronouns Discussion Post 3

Week	Reading & Activity
Week 5 Feb 7-11	- Lesson 8: Rhetoric - Lesson 9: Active & Passive Voice/ read p309-328 Discussion Post 4 **Assignment #1 due February 11th**
Reading Week Feb 14-18	**No classes**
Week 6 Feb 21-25	- Lesson 10: Communicating with a Client - Lesson 11: Reporting a Co-Worker Discussion Post 5
Week 7 Feb 28- Mar 4	- Lesson 12: Parallel Structure - Lesson 13: Editing Discussion Post 6 **Assignment #2 due February 28th**
Week 8 March 7-11	- Lesson 14: Apologizing for Misconduct - Lesson 15: Communicating with a Supervisor Discussion Post 7 **March 11th is the last day to withdraw from classes**
Week 9 March 14-18	- Lesson 16: Interview Questions **Professional Writing Test due by midnight on March 18th**
Week 10 March 21-25	- Lesson 17: Project Proposals - Lesson 18: Delivering Bad News/ read p161-175 Discussion Post 8
Week 11 March 28- April 1	- Lesson 19: Rules for Business **Assignment #3 due April 1st**
Week 12 April 4-8	Discussion Posts 9 & 10 **Lesson Responses due April 8th**

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
Diagnostic	January 14th	5%	400 words
Discussion Posts	Throughout term	15%	300 words (or as appropriate) + 2x 100-word response
Assignment #1: Cover Letter & Resume	February 11th	15%	2 pages
Assignment #2: Communicating with a Client/ Reporting a Co-Worker	February 28th	20%	3 pages
Professional Writing Test	March 18th	15%	90 minutes
Assignment #3: Explaining an Issue to Your Supervisor/ Apologizing for Misconduct	April 1st	25%	3 pages
Lesson Responses	April 8th	5%	varying

Assignment Policies

- Assignments are due by 11:59 pm on the dates indicated.
- Assignments MUST be submitted as .docx files to our D2L site.
- If you require an extension, you must ask for one BEFORE the due date.
- Unless you ask for (and receive) an extension, late assignments will be penalized by 5% per day (to a maximum of 50%), and will not be accepted after 5:30pm on the **deadline date** of April 22nd, 2022.
- All typed assignments (except for the Resume assignment) must be in MLA format: double spaced, in 12-point Times New Roman font, with 1" margins.
- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

Details of Assignments

Diagnostic—5%
A short assignment for students to demonstrate their writing skills. More details will be provided on D2L.

Discussion Posts—15%
A writing prompt will be made available in the **Discussion** section of the D2L site every week. Each student will share their own completed work, and will provide a response to TWO other classmates' work. In the comments of each others' work, students are free to debate their ideas or approaches to the prompt, ask questions, or identify errors/specific lack of clarity in writing.

The instructor will provide regular feedback on rhetorical approach, grammar, style, etc. for these assignments. Marks will be assigned for completion, obvious engagement, and timely work on each writing prompt.

To navigate the Discussion forums on D2L:

- Click “Discussions”
- Choose the Writing Prompt you wish to respond to—Forums are already created for all discussion posts.
- Choose “Start New Thread” to share your work OR
- Choose a pre-existing post to make a response

Assignment #1: Cover Letter & Resume—15%
Students will submit a cover letter and resume for a hypothetical job application. Job details will be provided one week before the due date.

Assignment #2: Communicating with a Client/ Reporting a Co-Worker—20%
Based on scenarios to be provided one week before the due date, students will write two formal emails.

Professional Writing Test—15%
Test will cover material from lessons 1-16, and will include both multiple choice and short answer questions. Students will have 90 minutes to complete the test.

Assignment #3: Explaining an Issue to Your Supervisor/ Apologizing for Misconduct—25%
Based on scenarios to be provide one week before the due date, students will write two formal emails. In relation to the “Apologizing for Misconduct” email, each student will provide a short discussion of 5 Professional Writing techniques that were applied in the email (articulated in complete sentences).

Lesson Responses—5%
Short exercises to be completed will be assigned throughout the lecture material. At the end of term, **all** lesson responses will be submitted in a single document. Marks will be for completion and engagement with each assignment, as well as demonstrated understanding of course principles.

Writing Support

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you’ve learned on a topic, often assisted by note-taking,

so that your reflections become your writing. It is often the longest and most important step!

2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation.
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone[ii] and visit mysuccess.lakeheadu.ca[iii] to book an appointment.

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standards[iv]. In this course, grading will be focused on grammar, style, organization, clarity, tonal approach, and demonstrated understanding of course principles.

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the Student Code of Conduct[v].

Course Policies

All times indicates throughout the syllabus and discussed in class refer to Eastern Standard Time (Canada and U.S.).

Failure to complete a Discussion Post by the date indicated by the instructor will result in a mark of 0 for that discussion post.

Any student found to be behaving in a way that is unduly respectful in the comments of the Discussion Posts will have their marks reduced.

Any indication of plagiarism in Discussion Posts will result in a 0 on the given assignment.

University Policies

- Students in this course are expected to conform to the Student Code of Conduct - Academic Integrity[vi].
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code[vii]. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)[viii] and register as early as possible.

This course outline is available online through the English Department homepage[ix] and/or the Desire2Learn or My Courselink[i] site for the course.

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[i] https://mycourselink.lakeheadu.ca/d2l/home
[ii] https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone
[iii] mysuccess.lakeheadu.ca
[iv] https://www.lakeheadu.ca/programs/departments/english/marking-standards
[v] https://www.lakeheadu.ca/students/student-life/student-conduct
[vi] https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239
[vii] http://www.ohrc.on.ca/en/ontario-human-rights-code
[viii] https://www.lakeheadu.ca/students/student-life/student-services/accessibility
[ix] https://www.lakeheadu.ca/programs/departments/english