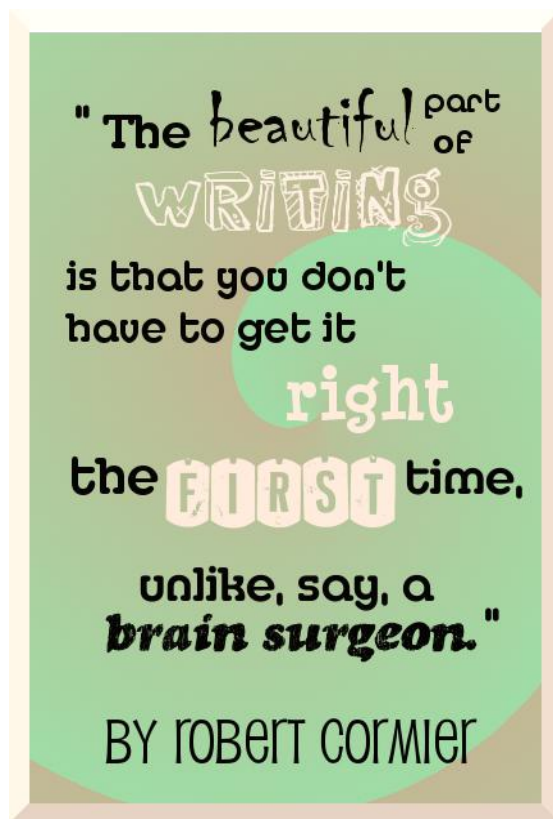


ENGL 2025: Foundations of Professional Writing
Summer 2020
Preliminary Syllabus (as of 5/26/20)

Professor: Dr. Heather Urbanski (She/Her)

Contact information: hurbansk@fitchburgstate.edu (preferred); 978-665-3679



Course Description

This course provides an introduction to rhetorical theories and techniques for writers across genres and media as well as background in the history of writing and writing as technology. Students will see writing from many dimensions (as craft, communication, linguistic structure, cultural marker, historical record, and medium for language) and will engage with information on potential pathways toward professionalization.

Course Goals and Objectives

By the end of this course, students will

- Experience writing and rhetoric as a separate, distinct discipline worthy of study on its own.
- View writing as a flexible set of literacies, skills, competencies, and practices that can be adapted and transferred to a wide variety of situations and environments.
- Engage in self-reflection to develop a flexible, robust writing process (that includes extensive revision) that can handle most, if not all, writing situations.
- Develop a rhetorical strategy around self and professional presentation (including, but not limited to, publications, research conferences, tutoring, and internships).

Course Content and Requirements

Course Structure

This class will utilize the Google suite of applications (Docs, Slides, Drive, etc.) to introduce students to rhetorical foundations for professional writers and then move on to applying those concepts to a series of individual research projects and text production.

Required Books and Materials

A Rhetoric of Literate Action: Literate Action, Vol. 1 (Charles Bazerman) [Open access]

Other open-access journal articles as well as PDF files of texts will be provided via links.

Other technology: Be sure to use your FSU Gmail account to access the course materials and to submit your work.

Assignment Breakdown*

Reading Responses (contract basis)	20%
Artifact Analysis (contract basis)	25%
Video presentation of outside text	20%
Student Choice of: Keyword Paper Paper Conversion Disciplinary Analysis	20%
End of course reflection	15%

*All assignments to be submitted via dedicated Google Drive folders for the course.

Final grade averages will be determined using the following values:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3
A- = 3.7	B = 3.0	C = 2.0	D = 1.0
A-/B+ = 3.5	B- = 2.7	C- = 1.7	
	B-/C+ = 2.5	C-/D+ = 1.5	

Projects

1. Reading Responses
 - Short (500-word) papers responding to assigned readings.
 - Evaluated on a contract basis (the more complete responses, the higher the grade).
2. Artifact Analysis
 - Compilation of short (500-word) analyses of course concepts as they apply to artifacts (videos, podcasts, printed text, web sites, etc.) produced by the same organization to convey a similar message across multiple media.
 - Evaluated on a contract basis (the more complete responses, the higher the grade).
3. Video presentation of outside text
 - 5-minute video, using visuals, to present the main concepts from an additional rhetoric theory text to classmates.
 - Options for the outside text will be provided.
4. Student Choice (select one option from below or propose an alternative project):
 - Keyword Paper
 - Create a literature review (1200-1800 words) regarding a specific rhetorical concept studied in class, with a particular eye to the historical changes in how that concept manifests in communication.
 - Paper Conversion
 - Return to a paper from a previous university course and revise it for two different audiences: end of university portfolio and professional blog site that allows guest posts.
 - Provide a short (300 word) reflection on the conversion choices.
 - Disciplinary Analysis
 - Analyze (1200-1800 words) the features, ethics, etc. of a specific disciplinary field's rhetorical situations and traditions.
5. End of course reflection
 - Short (500 word) reflection on how the elements of the course fit into your overall degree plans and career goals.

More details on these projects will follow as the course gets underway.

FEDERAL DEFINITION OF CREDIT HOURS

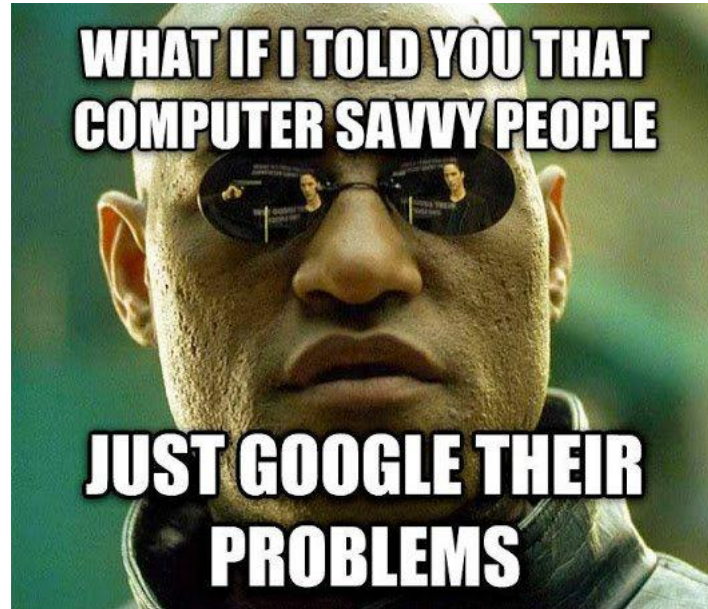
For each credit hour students should participate in at least two hours of homework per week. For a three-credit course, students should have at least six hours of homework per week. This definition has informed the structure of this course design so please plan your schedules accordingly.

Once you have read this syllabus to completion, please email me links to two different publications that you read on a regular basis and/or where you would like to publish your work.

Course Practices and Guidelines

Remote/Online Learning

Most of the work for this course will be completed independently by each student via the Google suite of applications. Please familiarize yourself with these applications as well as online tools to help troubleshoot the inevitable glitches and issues.



There will be no requirements for synchronous class meetings (where everyone is expected to be online at the same time using video conferencing technology) but options for live chats and video meetings with the professor will likely be available. In addition, short online videos will likely be recorded to review materials from the assigned readings and to explain assignments.

Academic Honesty policy

You are responsible for submitting original work and upholding honest academic practices. Sanctions can be taken for claiming others' work as your own, failing to cite sources properly, cheating, or facilitating cheating. Such sanctions can include failure on the assignment, failure of the course, or suspension or dismissal from Fitchburg State University. Please familiarize yourself with the Academic Integrity Policy in your Student Handbook and the Code of Conduct and Discipline Process Handbook both available at <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/campus-policies/>.

Accessibility

To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020 (voice/relay). Their website is <http://www.fitchburgstate.edu/campus-life/student-services/disability-services/>.

Inclusion and Diversity Statement

I strive to create a welcoming and inclusive classroom environment for all of my students. This means, among other things:

- Representation matters.
- Accessibility matters.
- Gender is a constellation, not a binary.
- Humans are messy and mistakes are expected. How we react to those mistakes is key.
- Intent does not negate impact.
- Do not play the “Devil’s Advocate”; the devil has enough advocates.
- Class meetings are for conversation and discussion, not arguments and debate. Our goal is to increase knowledge and learn, not to win at the college/writing “game.”

Preliminary Course Schedule

	Topics	Weekly Readings	Assignments Due
Week 1 (7/6-7/10)	Introduction to Rhetorical Concepts Technology practice and Google Drive setup	Bazerman (He) <ul style="list-style-type: none"> • Introduction • Ch. 1: Rhetorics of Speaking and Writing Smith (She) (PDF provided) MacKenzie (She) (PDF provided)	Reading Responses
Week 2 (7/13-7/17)	Extending Rhetorical Concepts	Bazerman (He) <ul style="list-style-type: none"> • Ch. 5: Changing the Landscape • Ch. 6: Emergent Motives, Situations, Forms • Ch. 7: Text Strategies 	Reading Responses Selection of outside text for video presentation
Week 3 (7/20-7/24)	Rhetorical Context and Genre	Bazerman (He) <ul style="list-style-type: none"> • Ch. 2: Knowing Where You Are: Genre • Ch. 3: When You Are • Ch. 4: The World of Texts: Intertextuality 	Reading Responses Selection of Student Choice project Artifact Analysis draft
Week 4 (7/27-7/31)	Applying Rhetorical Concepts	Select <i>Writing XChanges</i> articles TBD	Reading Responses Video presentation
Week 5 (8/3-8/7)	Catch up and review ahead of final deadlines	None	Artifact Analysis Student Choice Reflection