



Undergraduate Extended Campus Syllabus Template

Course Prefix and Number

ENGL 2025 Foundations of Professional Writing

Semester/Day(s)

Number of Credit Hours:

Instructor: Joseph Bowling

E-mail: jdbowling@wisc.edu

Office Hours: TBA

OFFICIAL COURSE DESCRIPTION:

This paragraph must be taken directly from the university catalog description of the course. In addition to this paragraph you may choose to provide more information in the copy you distribute to students.]

COURSE GOALS AND LEARNING OBJECTIVES:

- To learn the genres, conventions, and expectations of business writing.
- To improve writing organization, clarity, style
- To learn how to conduct research and how to analyze, synthesize, and incorporate that research into writing
- To demonstrate thorough knowledge of standard English grammar and mechanics
- To develop the collaborative skills necessary for effective workplace communication
- To learn how to produce and integrate visual communication in professional writing

INSTRUCTOR'S ATTENDANCE POLICY:

Attendance is mandatory. You are allowed one unexcused absence. Any additional absences will result in your attendance and participation grade dropping by a full letter grade.

TEXTS:

The Only Business Writing Book You'll Ever Need (First Edition). Laura Brown. W. W. Norton. 2019.

Style: Lessons in Clarity and Grace (12th Edition). Joseph Williams and Joseph Bizup. Pearsons. 2016.

ASSESSMENTS/COURSE REQUIREMENTS:

Attendance and participation 10%

- We will spend our time in class completing collaborative workshops, informal writing exercises, and discussion. Your presence and active participation are therefore necessary.

Workplace communication portfolio 20%

- You will complete a series of short writing assignments designed to teach you the various genres of communicating with professional audiences through emails and social media.

Employment materials portfolio 30%

- You will write the various documents necessary for a successful application package, including a resume and/or cv and a cover letter.

Proposal and report portfolio 40%

- Working in groups, you will write a proposal for a researched report on an industry trend, problem, or forecast. You will practice writing memos while working on this project and will deliver an in-class presentation upon its completion.

FINAL PROJECT/EXAM DESCRIPTION:

Working in groups, you will write a proposal for a researched report on an industry trend, problem, or forecast. You will practice writing memos while working on this project and will deliver an in-class presentation upon its completion.

COURSE OUTLINE:

Week 1

During our first week, we will review standard English grammar, mechanics, conventions, and style. We will also begin to study what revision is and how to do it. To implement what we cover, we will practice writing professional self-promotional materials.

Day 1: Introductions and crafting a professional biography.

Day 2: Review of grammar, mechanics, and punctuation. READ: Brown, pages 205-228.

Day 3: What is style? READ: Williams and Bizup, pages 1-45.

Day 4: How to revise for style? READ: READ: Williams and Bizup, pages 46-96.

Week 2

This week, we will focus on how to revise effectively, the most important skill a good writer possesses. You will practice this skill by revising the materials developed during week 1. We will also begin studying workplace communication.

Day 1: Revising for form. READ: Williams and Bizup, pages 97-124.

Day 2: Revising for concision. READ: Williams and Bizup, pages 126-167.

Day 3: Emails and memos. READ: Brown, pages 11-39, 106-118.

Day 4: Emails and memos, continued. READ: Brown, pages 40-67, 131-142.

Each group must meet with me at some point during this week to discuss possible final project topics.

Week 3

This week, we will continue to apply what we've learned in the first two and continue to practice common workplace writing genres. We will also begin to practice writing the conventional documents necessary to apply for jobs

Day 1: Social media. Brown, pages 68-85, 118-119, 143-154.

Day 2: In-class workshop.

Day 3: The resume and CV. READ: Brown, pages 166-168; handout on resumes and CVs; sample resumes and CVs.

Day 4: The cover letter. READ: Brown, pages 169-170; handout on cover letters; sample cover letters.
DUE by end of day: Workplace communication portfolio

Week 4

This week, we turn to the research proposal and researched report.

Day 1: Proposals. READ: Brown, pages 128-130; handout on beginning research; sample proposals.

Day 2: In-class research and proposal workshop. DUE by end of day: informal proposal.

Day 3: Reports. READ: handout on the business report; sample reports.

Day 4: Visualizing research, creating presentations. READ: Brown, 120-127; handout on presentations.
DUE by end of day: employment materials portfolio.

Week 5

Over our final week, we will hold in-class workshops to allow you to work collaboratively, with my assistance, to write and revise your report. Each group will deliver a presentation.

Day 1: In-class workshop: report.

Day 2: In-class workshop: presentation.

Day 3: Presentations, professional critique, discussion. READ: handout on providing feedback.

Day 4: Presentations, professional critique, discussion. DUE by end of day: proposal and report portfolio.

FITCHBURG STATE UNIVERSITY UNDERGRADUATE GRADING POLICY

<u>4.0</u>	<u>A</u>	<u>95-100</u>
<u>3.7</u>	<u>A-</u>	<u>92-94</u>
<u>3.5</u>	<u>A-/B+</u>	<u>89-91</u>
<u>3.3</u>	<u>B+</u>	<u>86-88</u>
<u>3.0</u>	<u>B</u>	<u>83-85</u>
<u>2.7</u>	<u>B-</u>	<u>80-82</u>
<u>2.5</u>	<u>B-/C+</u>	<u>77-79</u>
<u>2.3</u>	<u>C+</u>	<u>74-76</u>

<u>2.0</u>	<u>C</u>	<u>71–73</u>
<u>1.7</u>	<u>C-</u>	<u>69–70</u>
<u>1.5</u>	<u>C-/D+</u>	<u>67–68</u>
<u>1.3</u>	<u>D+</u>	<u>64–66</u>
<u>1.0</u>	<u>D</u>	<u>60–63</u>
<u>0.0</u>	<u>F</u>	<u>0–59</u>
	<u>IN</u>	<u>Incomplete</u>
	<u>IP</u>	<u>In Progress</u>
	<u>W</u>	<u>Withdrawn</u>

CLASS POLICIES:

- Policy on work handed in late and make up examinations (if applicable).
- Any special rules, regulations or procedures
- Statement indicating each student is responsible for completing all course requirements and for keeping up with all activities of the course.

POLICY ON DISABILITY

If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

GRADE APPEAL

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

ACADEMIC INTEGRITY POLICY

The faculty at Fitchburg State University require that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus

Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.