REQUIRED MATERIALS

Additional readings will be posted Sakai as needed.

*The instructor reserves the right to change this syllabus at any time and for any reason at her discretion.

CATALOG DESCRIPTION

10:501:300 Writing for Professionals (3) Formulation of ideas, use of critical thinking, and analysis of information to produce the types of appropriate, clear, and effective writing used by professionals.

LEARNING GOALS

Students Will:
1. Think critically
2. Effectively communicate information in Standard English
3. Develop, apply, and analyze concepts from research methods and basic statistics
4. Develop a research question and write a coherent research paper
5. Utilize information literacy skills
6. Understand the role and importance of professional development
7. Understand and apply professional ethics

COURSE OVERVIEW:

Writing is a form of recorded communication that plays a central role in all societies. Academic writing responds to and builds upon a body of knowledge. Expository writing is a specialized form of academic writing. It emphasizes analysis, the development of ideas and the structuring of arguments. It then communicates those ideas to readers in clear, effective prose. Professional writing provides a channel of communication among professionals often with a narrow focus and specifically intended outcome. We will examine a representative sample of the concepts and techniques related to these different styles and provide an opportunity to develop the skills needed to become proficient writers. The goal of this course is to develop skill in the formulation of ideas and in expository and professional writing using appropriate, clear, and effective grammar and syntax to express those ideas. We will be encouraged to develop critical thinking and analysis as elements of effective writing through an examination of subject matter, practice writing and speaking. We will build our skills as writers and as critical thinkers and also provide the opportunity to reflect seriously on particular issues and to use creative powers to address fundamental conceptual questions. Writing exercises will build on effective speech, well-reasoned essays, and the ability to simplify complex topics.
ADDITIONAL LEARNING GOALS:
This course will consist of 5 primary goals in addition to achieving basic competency in the weekly subject areas. These goals are:

• Communicate complex ideas effectively, in standard written English, to a general audience.
• Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.
• Communicate effectively in modes appropriate to a discipline or area of inquiry.
• Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
• Analyze and synthesize information and ideas from multiple sources to generate new insight.

ATTENDANCE AND PARTICIPATION POLICY

Class attendance is MANDATORY. Communication is learned by communicating and observing others; therefore, attendance is mandatory. In an online environment, attendance is defined as establishing and maintaining social presence. According to social presence theory, in an online environment, social presence is demonstrated by the way messages are posted and how those messages are interpreted by others. You must establish and maintain social presence by being an active member of the classroom community, which will be demonstrated through discussion forums. You must post your initial thread at the beginning of the week (no later than Tuesday at 11:59 p.m.), and you must respond to another post by Friday at 11:59 p.m. This provides time for me to ask questions and facilitate the discussion. The article below provides more information on social presence.

http://portfolio.educ.kent.edu/daltone/cmc/articles/jp_aragon.pdf

EXCUSED ABSENCE POLICY

No make-up quizzes or other assignments will be scheduled unless arrangements are made with the instructor in advance or in emergencies where advance arrangement is not possible. In either case, a documented valid excuse will be required within one week of the occurrence. Approved make-up work is due within one week of the original due date.

An excused absence is defined as:

1. Illness of the student or serious illness of a member of the student’s immediate family
2. The death of a member of the student’s immediate family

Repeat: I do not accept late work without a documented valid excuse. The documentation and make up assignment must both be submitted within one week of the due date.
RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

In order to build an open and professional online classroom atmosphere everyone should follow certain ground rules. These rules of civility include, but are not limited to:

1. **Displaying respect** for all members of the classroom community, both the instructor and fellow students.
2. **Avoiding racist, sexist, homophobic, or other negative language** that may unnecessarily exclude members of our campus and classroom community.
3. **Avoiding Flaming or other harassing** behavior that disrupts the online learning environment. *Flaming* is defined as engaging in an online argument usually involving unfounded personal attacks by one or more parties. You are encouraged to challenge your peers in online discussions; however, please challenge in a professional and scholarly manner.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

Plagiarism is the act of presenting the words and ideas of others as if they were the ideas of the student and without acknowledging their origin. Students are encouraged to use supporting materials in their papers and dialogue discussions, but students should make sure credit is given to the author. **Turnitin Software will be used to review and grade papers submitted in this course.**

PENALTY FOR ACADEMIC DISHONESTY

Rutgers University and the Edward J. Bloustein School of Planning and Public Policy are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments will immediately receive a failing grade on the assignment. Falsified medical excuses and presenting another student’s work fall within the guidelines of this academic integrity policy.

If students have any questions about how to properly credit sources, please contact the instructor prior to the due date of the assignment.

IF IN NEED OF HELP

If students have questions, concerns, or find certain materials or assignments difficult they should contact the instructor via e-mail or schedule an appointment. I will be glad to call you or meet with you in person. We can also SKYPE during the semester.

If students need assistance because of a learning disability, please inform the instructor. Documentation from the Office of Special Needs is required before any accommodations can be made.

READINGS
Reading assignments are included in the course schedule. In addition to the textbook, students may, from time to time, be required to read other material that will be on Sakai. If students fail to do the reading, they should not expect to benefit substantially from the course. **Class sessions and discussion materials are used to supplement rather than review the reading material assigned.** In addition, in an online or hybrid classroom, it is essential that you stay abreast of the course readings in order to actively participate in the discussions and maintain social presence.

**DISCUSSION FORUMS**

Discussion exists for students to demonstrate their understanding, questions, and applications of known content. All of the following types of interaction are expected from each student at some point during each course. However, the list is not exhaustive. Whatever approach to dialogue assists understanding and application of the material is appropriate.

1. **Answering all or part of the posed questions by citing concepts covered in assigned readings for example:**

   Spiritual values held by top leaders often do not penetrate lower organization levels because, as Finkelstein and Hambrick (1996) point out, top leaders in larger companies spend most of their time interacting with a small group of people at the same level as themselves.

2. **Asking specific questions about specific concepts in the readings or challenging statements in the material, for example:**

   I'm unclear why Davis-Blake and Pfeffer (1989) stress the interaction of personality and situation. Myers and Briggs (1998) indicate that the individual's type alone can predict behavior.

3. **Taking a position based on the concepts in the reading and extrapolating from it, for example:**

   If Selznick's (1996) Institutional Theory is correct, then it will be difficult for organizations founded on traditional values to succeed. However, Hatch (1997, p. 48) implies that the view of institutionalized vs. non-institutionalized organizations might be in their rationalization. It seems that "as we think so shall we be." This would place more emphasis on the leader and the constant presentation of the vision.

Keep in mind that these class discussions are not for discussing assignments, but for scholarly dialogue among group members. It is important to interrogate and probe the contributions of other participants. Seek clarification and, when appropriate, challenge the position of another student, but do not be confrontational. As in all scholarly dialogue, if you understand and agree with the contribution of another then there is no need to respond to it. A post will not be counted if you simply say, "I agree with you," and repeat the same statement as your colleague. **Keep in mind that course dialogue is designed as scholarly interaction among grouped peers.** If you find yourself "just going through the motions" to meet the discussion requirement, examine the reasons and contact the professor to gain a fresh perspective.

**Dialogue Performance Criteria:**

**Quantity:** In order to receive discussion points all class members must add substantial points to the conversation. In other words, saying nothing or saying "I agree" is not enough to feel the requirement.
**Quality:** Students must demonstrate comprehension of the topical material. Discussion must include appropriate material researched beyond the assigned readings (peer-reviewed scholarly journals are preferred over other sources). Students must demonstrate critical thinking in applying interpersonal concepts to separate personal opinion from reasoned conclusion. Messages must identify root causes to interpersonal communication problems.

The professor will use a combination of objective and subjective measures to grade the dialogue. Since it represents in-class discussion, it is important to enter the dialogue early and engage with each other and the professor on an on-going basis. Fully support your statements. Remember that scholarship is interested in supported conclusions, not personal opinions. Also, it is important to build on what others post. Thus, part of the evaluation will be a measure of how well you tie your post to that of other students.

**Measures include:**
- Application - apply interpersonal communication concepts and separate personal opinion from supported conclusion
- Bloom’s Taxonomy - how well the post covers all the categories of knowing, comprehending, applying, analyzing, synthesizing, and evaluating
- Comprehension - demonstrate comprehension of the assigned material
- Extension - move deeper into concepts and applications based upon what others contribute to the forum
- Frequency - two posted messages within the open forum period
- Identification - identify root causes to organizational leadership issues
- Inquiry - question, challenge, and probe the contributions of others without being argumentative
- Regularity - posts occur evenly distributed throughout the open forum period and within time/date frame provided above
- Research - include material beyond the assigned readings

**WRITTEN WORK**
This class also involves a number of written assignments where students communicate an understanding of the theories, approaches, and processes of organizational communication. In all written work, students are expected to use correct spelling and appropriate grammar. Throughout the course students will expand their personal vocabulary through the study of terms related to the course. Written work will be evaluated on both content and mechanics (using the Rutgers writing rubric). Good writing should be reasonably free of mistakes and without composition errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words, and typographical errors, etc…). All written work must be typed—unless otherwise indicated. Please use APA 6th edition for citing and documenting outside sources.

**Sakai**
Connect with the Rutgers University Sakai site to locate the resources for this course. The instructor will inform students about projects that should be submitted in Sakai. The instructor will also post important announcements and additional resources for assignments in Sakai, so please check the site frequently. In addition, PowerPoints and class handouts, and additional reading will be posted in Sakai throughout the semester. When uploading assignments in the
Sakai site, use Microsoft Word. Please do not use Note Pad, Google Docs, or Word Perfect. These formats cannot be opened easily, and students will be asked to resubmit the assignments using Word. This resubmission will result in the work arriving late to the instructor.

*Assignments will submitted online and are due by 11:59 p.m. on the Sunday of the assigned date. There will be a link on the homepage stating the assignment name and SUBMIT HERE.

FILE NAMING
To insure your work is credited to you, you **MUST** name the files you submit to your instructor in a consistent manner. The name given to files will have three components:

1. Student last name
2. Student first initial
3. Name of the assignment (keyword)

Example:
If your name is “Joe Johnson” and the Assignment keyword is “Incident”:

Your file will be named “JohnsonJIncident” (no quotation marks).

Do not use additional spaces, commas, periods, or other separators in the file name.

**All style requirements must be followed exactly, or students will lose points on written assignments. Formatting guidelines will be provided prior to each assignment due date. For assignments that require business protocol, please follow business formatting. Here is a site that provides information on business formatting:**

Students can refer to the Purdue Owl Writing Center at [https://owl.english.purdue.edu/owl/resource/590/1/](https://owl.english.purdue.edu/owl/resource/590/1/) for additional help in preparing business letters, memos, and other professional documents. Additional details and writing guidelines will be presented for each assignment prior to the assignment due date.

**All Style Guidelines That Require Research Formatting Should Follow APA 6th Edition**

Format: 1 inch margins, 12-point font Times New Roman or Arial, double spaced, indented paragraphs; page number and last name must be at the top right hand corner of page. Papers must be stapled (unstapled papers will not be accepted-no paper clips).

Cover Page: Papers must include a cover page which includes the title of the paper, the title of the paper, student’s name, and course name (organizational communication). The paper will not be accepted if any of this information is missing.

Citations: should follow APA Style. Papers must include in-text citations.

Students must also include a reference page.

**IF IN NEED OF HELP**
If students have questions, concerns, or find certain materials or assignments difficult they should contact the instructor via email or schedule an
appointment. *Communication with you instructor is essential. Email or Sakai messaging is the fastest way to reach me or message me in Sakai mail.*

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Reflection and Discussion Questions</td>
<td>15</td>
<td>5%</td>
<td>Throughout the Semester (See Schedule)</td>
</tr>
<tr>
<td>Assignment 1: Email Assignment Scenario</td>
<td>15</td>
<td>5%</td>
<td>9/18 by 11:59 p.m.</td>
</tr>
<tr>
<td>Rhetorical Analysis Memo</td>
<td>20</td>
<td>10%</td>
<td>10/2 by 11:59 p.m.</td>
</tr>
<tr>
<td>Employment Project/Cover Letter and Resume</td>
<td>40</td>
<td>20%</td>
<td>10/16 by 11:59 p.m.</td>
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<tr>
<td>Negative Letter</td>
<td>15</td>
<td>7.5%</td>
<td>10/30 by 11:59 p.m.</td>
</tr>
<tr>
<td>Positive Letter</td>
<td>15</td>
<td>7.5%</td>
<td>11/13 by 11:59 p.m.</td>
</tr>
<tr>
<td>Interview with Health Care Administrator and Report</td>
<td>20</td>
<td></td>
<td>10/23 in Class</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>10</td>
<td></td>
<td>12/4</td>
</tr>
<tr>
<td>Final Presentation and Pitch (Including E Portfolio and Final Resume and Cover Letter)</td>
<td>50</td>
<td></td>
<td>12/11</td>
</tr>
</tbody>
</table>

Total Points=200

A. = 200-180
B. + = 179-173 B = 172-160 C+ = 159-153
C. = 152-140  
D. = 139-120  
F = Below 119  
Or  
90-100 A  
87-89 B+  
80-86 B  
77-79 C+  
70-76 C  
60-69 D  
59-Below F  
No one is guaranteed any particular grade in this class. Grades will be awarded according to the level of mastery of the concepts and assignments. C’s go to students who complete the work in an adequate and competent manner. B’s go to students who are well above average. A’s go to students who do exceptional work. Obviously, D’s and F’s go to students who do below average work. Rubrics/Grading Sheets will be provided for each assignment.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4-9/10</td>
<td>Read Syllabus and Orientation to the class</td>
<td>Syllabus and Familiarize Yourself with Sakai Site</td>
<td>Introduce Yourself in the Online Forum (Read each other’s introduction)</td>
</tr>
</tbody>
</table>
| 1     | 9/11-9/17| Tone in Professional Writing Week 1 Module  | Read Materials in Module                      | Class Discussion (See Forums for Related Topic and Question)  
The discussions will occur in class, but you should prepare some thoughts prior to arriving on Monday night. |
| 2     | 9/18-9/24| Texting Etiquette and Online Netiquette Week 2 Module | Read Materials in Module                      | Professional Email/Scenario (Due 9/18 by 11:59 p.m.)  
Class Discussion (See Forums for Related Topic and Question)  
The discussions will occur in class, but you should prepare some thoughts prior to arriving on Monday night.  
Assign Interview with HealthCare Administrator |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments and Readings</th>
<th>Graded Discussion Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9/25-10/1</td>
<td>- Rhetorical Analysis: Using Ethos, Logos, Pathos, and Kairos&lt;br&gt;- Week 3 Module</td>
<td>No Graded Discussion&lt;br&gt;This Week: Post Questions in Sakai regarding project</td>
</tr>
<tr>
<td>4</td>
<td>10/2-10/8</td>
<td>- Employment Project&lt;br&gt;- Week 4 Module</td>
<td>Rhetorical Analysis Memo Due 10/2 by 11:59 p.m. Assigned: Employment Project Due 10/16 by 11:59 p.m. Graded Discussion in Class (Prepare thoughts in advance of Monday night discussion)</td>
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<tr>
<td>5</td>
<td>10/9-10/15</td>
<td>Employment Project Cont. E-Portfolio</td>
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<tr>
<td>6</td>
<td>10/16-10/22</td>
<td>- Writing Letters and Delivering Negative News&lt;br&gt;- Week 5 Module</td>
<td>Due: Employment Project 10/16</td>
</tr>
<tr>
<td>7</td>
<td>10/23-10/29</td>
<td>Report on Interview with Health Care Administrators</td>
<td>Reports and Assigned Questions Due in Class 10/23</td>
</tr>
<tr>
<td>8</td>
<td>10/30-11/5</td>
<td>- Fundraising Letters&lt;br&gt;- Week 6 Module</td>
<td>Negative News Letter Due 10/30</td>
</tr>
<tr>
<td>9</td>
<td>11/6-11/12</td>
<td>- Positive Letter Writing and the Importance of Thank You Notes&lt;br&gt;- Week 7 Module</td>
<td>Graded Discussion In Class Prepare Thoughts prior to Monday night</td>
</tr>
<tr>
<td>10</td>
<td>11/13-11/19</td>
<td>E-Portfolios&lt;br&gt;- Guest Speaker</td>
<td>Positive Letter Due 11/13 11:59 p.m.</td>
</tr>
<tr>
<td>11</td>
<td>11/20-</td>
<td>- Marcus Cicero and Oratory</td>
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</tr>
<tr>
<td>Date</td>
<td>Days</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>11/26</td>
<td></td>
<td>In class Grade Discussion (Prepare thoughts for discussion prior to Monday night)</td>
<td>Assign Final Presentation (E Portfolio and Pitch)</td>
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<tr>
<td>12</td>
<td>11/27-12/3</td>
<td>Presentations and Oratory Cont.</td>
<td>Assign Elevator Speech</td>
</tr>
<tr>
<td>13</td>
<td>12/4-12/10</td>
<td>Presentations Cont.</td>
<td>Topics for Final Presentation Due by 12/4</td>
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<tr>
<td></td>
<td></td>
<td>Persuasion and Influence Transitioning from College Writing to the Workplace</td>
<td>Elevator Speeches (in Class)</td>
</tr>
<tr>
<td>14</td>
<td>12/11</td>
<td>Final Presentations (Job Pitch and E Portfolio Due)</td>
<td></td>
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</tbody>
</table>