

# ENC 3213: Writing for Management

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ENC 3213-032

CRN 81376

M/W 4pm – 5:20pm

SO 276

**Professor:** Julia Mason, Ph.D.

**Office Hours:** SO 121, MW 12-2, 3:30-4, 5:30-6

**Course Website:** <http://www.rhetoricandwriting.com/>

**Email:** [julia.mason@fau.edu](mailto:julia.mason@fau.edu)

**Office Phone:** (561) 297-3833

I only pick up my office phone during office hours. Email is the best way to reach me. Email is checked approximately 10am-3pm M-F.

## Catalog Course Description

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Writing for Management

ENC 3213, 3 credits

*Writing Across the Curriculum (Gordon Rule)*

Prerequisite: ENC 1102

Prepares the student to write professionally in support of management objectives for audience(s) within and outside a corporation or non-profit enterprise. Some projects designed in consultation with departments of the Business School. Proofreading skills stressed.

## Required Materials

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- Alfred, Brusaw, Oliu. *The Business Writer's Companion*. 5<sup>th</sup> Edition
- Supplemental course notes, readings, and handouts will be provided on the course website at <http://www.rhetoricandwriting.com> and on Blackboard.
- Means to store handouts and class notes (three ring binder, pocket folder and notebook, etc.)
- Paper and writing instrument
- Means of saving/accessing files (I recommend a GoogleDocs account, but you may also use a USB drive or email files to yourself)
- **Recommended:** Aaron, *The Little, Brown Essential Handbook*

## WAC/Gordon Rule Statement

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This writing intensive course serves as one of two “Gordon Rule” classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of “C” (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. WAC asserts that writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

## Course Goals

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Writing as a professional does entail learning the forms of writing—or genres—that professionals in your field commonly write. In this class, you will be introduced to the various types of and techniques for producing professional writing, including business correspondence, proposals, reports, presentations, and other texts often found in business and professional communities. But more than this, being a professional means being able to read and write effectively in any professional situation. For that reason, this class will focus on the practice of reading and writing rhetorically. In professional situations, communicators must focus on purpose, audience, and style—foci that are different that typical academic writing that students may be familiar with. For that reason, in addition to practicing professional communication in situations similar to those found in the professions, students will also analyze and write about business issues, which will demand thoughtful analysis of content areas, organizational patterns, point of view, and document layout and design.

In general, the class will work to meet the following goals.

To expose writers to a range of professional and business writing genres and contexts, including the proper practices for writing and working within them.

- Contexts for writing include the delivery of negative, informative, positive, and persuasive messages
- Genres include memos, letters, reports, resumes, emails, and oral presentations

To expose writers to the project operating cycle of professional and business writers in industry, including the planning, research, composition, revision, and editing of professional documents

To practice effective document design and design of visuals to facilitate comprehension, readability, and usability

To encourage the development of good professional ethos and ethics in all communication situations

To prepare professional communicators to enter the job market through preparation and practice of various types of employment related communication, including resumes, letters, and employment interviews.

To engage in critical and reflective reading, writing, and thinking practices.

To facilitate both collaborative and individual experiences with research and writing.

To provide an introduction to the tools and technologies of contemporary professional and business communication.

## Policies & Expectations

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### ► Professionalism

You will have homework—readings, assignments, or both—due nearly every class session. Readings must be completed before class time. You must read **carefully and thoughtfully**. I expect you to come to class with an **understanding** of the reading material. This will necessitate you looking at examples, considering questions posed in the text, and generally, engaging with the material.

You must carry yourself professionally at all times; be prepared for class, work with others, communicate professionally, and be attentive in class. This means that you must take notes, ask questions as appropriate, respond to questions, participate in group activities, etc. Your cell phone must be turned off and placed in your pocket, purse, or bag. You may not do any of the following during class time: send or read text messages, check personal email or Facebook, work on material unrelated to class, chat, browse the web, or listen to mp3 players (no earbuds, etc.). Students who are engaged in non-class related activities, students who are unprepared for class, and students who fall asleep may be asked to leave class and will be given an absence for that class period. There will be no warning. If you are asked to leave, please do so immediately and without disrupting the rest of class. If you'd like to talk to the instructor about a dismissal, please attend office hours or make an appointment. Any unprofessional behavior will negatively affect your participation grade.

## ► Absences & Tardiness

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In this class, there are no excused or unexcused absences. Instead, as in business, you have “personal days.” Because this class meets twice a week, you may take up to two personal days during the semester without penalty. You may use your personal days for illness, appointments, prior engagements, interviews, etc.

One absence after your two personal days will result in a 10% deduction from your semester grade. Two absences after your two personal days will result in a 20% deduction from your semester grade. Three absences after your two personal days will result in failure of the course, as per English department policies: “absences in excess of two weeks’ worth of class risks failure.”

If you are absent: you should **not** inform the instructor about the details of your absence. It’s none of my business and I don’t want to know. It is your responsibility to figure out what happened in class or what you might have missed. Please check the course website and consult a classmate. I will not conduct one-on-one class sessions to catch you up on what you missed.

Attendance will be taken at the beginning of class. If you are late, please email me after class to make sure that I’ve given you credit for that day’s attendance. Please arrive on time and stay the entire class period. If tardiness or leaving early are frequent, a student may be asked to leave the classroom and will be marked absent for the class period at the instructor’s discretion.

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance written notice of the date(s) to the instructor before the third week of class.

Assignments, quizzes, and in-class work completed/turned in on the day of an absence **cannot be made up**. If you know in advance that you will miss class, please make arrangements with the instructor to turn your work in ahead of time.

In the case of extended illness or other inability to attend class, please request a medical withdrawal from the course (see Registrar’s website).

Please do not ask your instructor any of the following questions:

- “Did I miss anything important?” *Yes, you missed class. Class is important.*
- “What did I miss?” *Check the course schedule and ask a classmate.*
- “I was absent. Can I turn in \_\_\_\_\_ late?” *No.*
- “Can I miss class?” *Of course you can, but on your third missed class, you’ll be penalized.*
- “Can I do extra credit?” *No.*
- “I didn’t get my paper to you in time. Can you still comment on it?” *No.*

## ► Assignments (Formatting, Submission, Late Work)

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You must work to produce **error-free** documents. This includes **all** written work, in-class written or typed work, “small” assignments, large assignments, etc. During the entire semester, you will be required to use an “error log” to track your patterns of stylistic and grammatical error.

*Grammar, n (\gra-mər\): “...means of indicating the relations of words in the sentence, and with the rules for employing these in accordance with established usage...” (OED)*

In general, work should be formatted professionally and should adhere to the conventions of its genre (in other words, a letter should look like a letter). When required, please include appropriate APA citations and documentation.

Instructions for assignment submission will be discussed in class before the due date. Sometimes you will be required to submit paper copies, and other times you will be asked to submit electronic copies

to particular locations (to Blackboard, GoogleDocs, email, etc.). You must follow all submission instructions—after all, being a professional will require you to successfully follow directions. If an assignment is submitted incorrectly, it will not be graded or will be considered late, as appropriate.

If the instructor requests an electronic copy, please submit as a .doc or .docx. Unless specifically instructed otherwise, .wps, .pdf, .rtf, and/or any other file format will not be accepted. If you do not have Microsoft Word, consider downloading the free OpenOffice suite at <http://www.openoffice.org>, which functions much the same as MS Word and will allow you to save documents as .doc or .docx.

Paper copies of “smaller” assignments will be collected in class on the day they are due. They will not be accepted late and cannot be made up. They may not be emailed or submitted later. Electronic copies of “smaller” assignments will not be accepted even one minute after the due date/time.

Larger assignments will be penalized 10% or one full letter grade per day late. If a paper copy is requested, an electronic copy may be submitted as proof of the day/time of submission, but you must hand in a paper copy at the next class meeting. An assignment is considered late if it is submitted after the beginning of class on the due date or 1 minute after the due date/time.

## ► Technology

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Detailed information about daily in-class activities, homework, and reading due will be posted on the course website. You must also take detailed notes about assignments in class and ask questions about assignments during class time. Forgetting the assignment or not understanding the assignment is not an excuse for late/unacceptable work. **Please note that the schedule will be updated frequently so you are advised against printing it out and encouraged to check it often.**

At certain points in the semester, your instructor will ask you to read, download and/or print out supplementary course materials from the course website or from Blackboard. If you do not have a home computer, please use one of the open-use labs on campus, go to a library, or find a friend with a computer. Dysfunctional computers, slow downloads, printer explosions or similar computer problems are no excuse for not having course materials printed out and read in time for class. Because computers can be unreliable, it is advised that you download/print course materials as soon as you can – if you run into problems, you will have time to find an alternative.

To be successful in this class, you are expected to have a basic understanding of email, attachments, web browsing, Blackboard, and MS Word/Power Point/Excel or OpenOffice equivalents, including an understanding of basic word processing and desktop publishing skills such as spacing, tables, pagination, insertion of images, creation of graphics, etc.

*If you need additional training, please see the FAU IRM's schedule of "Computer Training" courses available at <http://www.fau.edu/irm/training/>. Topics include word processing, presentation and graphics, and more.*

## ► Academic Dishonesty

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The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of “F” for the course and a notation on a student’s record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive. You should never present someone else’s work as your own, whether it’s an entire paper, a single sentence or phrase, or an idea.

If you are ever unsure about whether or not the work you are doing is plagiarism or might be considered academic dishonesty, you are strongly encouraged to discuss it with your instructor. If you come to the instructor with questions regarding these matters, you will not be penalized. However, if you are “caught” plagiarizing after you have turned an assignment or draft in, there will be no discussion and no excuses-- you **will** be penalized.

Additionally, your instructor may submit your work to SafeAssign, a plagiarism detection service.

### ▶ FAU Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:  
[http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

## Major Assignments, Assignment Categories, & Evaluation

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Just as in the professional world, this course will require you to complete a variety of assignments. Some assignments will be individual, some will be collaborative, some will be “formal,” and some will be informal. Unless otherwise indicated, all assignments should be typed, appropriately formatted (with proper MLA or APA bibliographies or works cited pages, if needed), and on time.

Descriptions of major assignments and assignment categories are described below, each comprising the indicated percentage of your final semester grade. Often, more detailed directions will be given in class and/or listed on the course schedule.

You will receive substantive feedback on your writing through peer review, class discussions of professional and student-authored texts, and through written and verbal comments from the instructor. You will have the opportunity (and often, you will be required) to revise much of your written work.

- ▶ (10%) **Short News Reports:** Twice a month (twice in September, October, and November), you will turn in a short report about an item of interest in the news. Articles may address trends or happenings in your major or career field, articles about professional communication or design, articles about material we cover or discuss in class, or examples of particularly good or poor use of the elements of good professional communication. Articles must be no more than two weeks old. Provide a photocopy or printout of the article and attach the following:
  1. a 50-100 word typed summary of the article
  2. a 50-100 word typed statement about how your article relates to this assignment and/or the class material.

You do not need to provide a works cited page and your summary and statement may be on the same page. In addition, you will give a 1-2 minute oral report to the class about the article and the points of interest you found. These short oral reports should be informal, but planned – you may want to jot down a few points that you want to cover in your talk. You may not give two reports on the same day. Any days that are not available for reports will be marked on the course schedule.

#### *Objectives & Evaluation Criteria*

- Engage with current topics in your field and in the field of professional communications.
- Identify points of interest within our professional writing classroom context.

- Identify and critique elements of professional communication as they are used (or not used) in real professional communications.
  - Concisely summarize and analyze your findings and present those findings to the class in a short oral report.
- ▶ (15%) **Business Correspondence** - Correspondence such as emails, letters, and memos are the foundation of business communication and, for most professionals, make up the majority of the documents produced throughout a career. In class, we will analyze several emails, letters, and memos and discuss the various formats and organization strategies you can use to compose effective correspondence. You will compose a positive, negative, and persuasive piece of correspondence, each worth 5% of your semester grade. Before turning in your pieces of correspondence for grading, you will receive written feedback from the instructor and you will be required to engage in substantial revision of your correspondence.

*Objectives & Evaluation Criteria*

- Demonstrate understanding of planning principles.
  - Develop a clear **purpose** for writing business correspondence; achieve your purpose
  - Write to a specific **audience** (meet the needs of that audience, communicate “you attitude,” goodwill, and reader benefits)
  - Correctly select and utilize business correspondence **genres**
  - **Organize** to best meet the needs of your audience and achieve your purpose
  - Utilize good professional **style**, including professionalism, clarity, and conciseness
- ▶ (10%) **Letter to the Editor:** You will write a 200-300 “letter to the editor” of a major local daily newspaper that expresses dissatisfaction with a policy, coverage of an issue or an event, or similar “negative” or “persuasive” topic. Students may request permission to write to the editor of an “alternative” publication (for example, a trade publications, scholarly journal, a “major” blog, news site, etc). In addition to your letter, you will also hand in copies of all correspondence with the editor(s), a list of resources you used, and a brief explanation of your interest in the topic and the appropriateness of the publication that you choose.

*Objectives & Evaluation Criteria*

- Correctly employ conventions of negative/persuasive business correspondence, including persuasive appeals and proper formatting.
  - Support your opinions with relevant, current, and credible research.
- ▶ (15%) **Group Report Project** - For this group project, you will write a recommendation report or proposal designed to forward a solution to solve the real problem of a client. You must analyze the client’s situation and problem, clearly define criteria for a possible solution, research and compare possible solutions, and ultimately, communicate your findings in a formal report.

*Project Objectives & Evaluation Criteria*

- Clearly define your **purpose** for writing; write to accomplish your purpose
  - Analyze your **audience**; write to meet their needs.
  - Correctly use the “report” **genre** to best achieve your purpose
  - Correctly use typical report sections to organize your information and improve usability.
  - Employ good document design to increase the readability and professionalism of your document
  - **Organize** to best meet the needs of your audience and achieve your purpose
  - Utilize good professional **style**, including professionalism, clarity, and conciseness in both your interactions with the client and in your final written product.
  - **Support** your claims with credible research; **document** your sources
- ▶ (20%) **Job Search Portfolio** - This project asks you to compose several documents related to finding a job. You will need to find a real job listing which you will use as the basis for your project.

Ideally, this job listing is one that you could legitimately apply for in the near future. All of the documents you write will be geared toward getting this job. Once the project is done you will have documents you can reuse or use as templates to generate professional job correspondence in the future. Before turning in your project for a grade, you will receive written feedback from the instructor and you will be required to engage in substantial revision of your documents.

*Project Objectives & Evaluation Criteria*

- Clearly define your **purpose** for writing; write to accomplish your purpose
- Analyze your **audience**; write to meet their needs.
- Learn the rules of common job search **genres**; employ various genres (including traditional resumes, scannable resumes, cover letters, follow-up correspondence, job interviews) to achieve your purpose.
- Employ good document design to increase the readability and professionalism of your documents
- **Organize** to best meet the needs of your audience and achieve your purpose
- Utilize organization to maximize readability and usability
- Utilize good professional **style**, including professionalism, clarity, and conciseness

- ▶ (10%) **Writing Activities:** You will be expected to complete a number of written responses to case study or similar activities. These may be in class or take home, group or individual, and graded or ungraded. These activities will take one of two forms: 1) some will entail a short professional writing problem taken from actual events or common professional practice, to which students must propose a solution or otherwise respond, and 2) some will be an activity involving skills often used in professional communication situations.

At the end of the semester, this portion of your semester grade will be calculated by adding up your total earned points divided by the number of points possible. [ $pts\ earned / pts\ possible \times 100 = 10\%$  of final grade]

- ▶ (10%) **Quizzes, Tests, and Exams:** Students will be tested on materials in the textbook, information from lectures and class discussions, and required additional reading material. Test and exam dates will be listed on the course schedule on the class website. Tests are not cumulative; the final exam, however, is. Quizzes will be administered at the discretion of the instructor and will be given at the beginning of class time. Quizzes cannot be made up. At the end of the semester, this portion of your semester grade will be calculated by adding up your total earned points divided by the number of points possible. [ $pts\ earned / pts\ possible \times 100 = 10\%$  of final grade]

- ▶ (10%) **Professionalism:** Professionalism includes your participation, attendance, punctuality, in-class attention, demonstration of having read assigned material, engagement with class lectures, discussions, ability to follow directions, peer review, and both formal and informal group work. This grade will be determined at the discretion of the instructor at the end of the semester.

## Grade Scale

	B+: 89-87	C+: 79-77	D+: 69-67	F: 59 and below
A: 100-94	B: 86-84	C: 76-74	D: 66-64	
A-: 93-90	B-: 83-80	C-: 73-70	D-: 63-60	

Your semester grades will not be rounded. This means that an 89.999 is a B+. Because this is a WAC/Gordon Rules course, you must achieve a grade of "C" (not C-minus) or better to receive credit.

## A.D.A. Notice

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In compliance with the Americans with Disabilities Act (ADA) - Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter - SR 117 (561-799-8585) and follow all OSD procedures.

## Resources

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### ► University Center for Excellence in Writing (The Writing Center)

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<http://www.fau.edu/UCEW/WC/>

The UCEW consultants can help you at every stage of the writing process: understanding the readings, understanding the assignment, developing a thesis/argument, developing support, MLA citation and documentation, grammar, style, patterns of error, etc. **They are not a proofreading service.** Consultants will work with you during 30 minute sessions on whatever you want to work on. I strongly advise registering for an account with the UCEW early in the semester. You must register and make appointments online.

### ► OpenOffice Productivity Suite

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<http://www.openoffice.org/>

Open Office is a free, open source office suite that has applications very similar to Microsoft Word applications (Word = Writer, Excel = Calc, PowerPoint = Impress) and also, an image editing application called Draw. Open Office allows you to save/open documents in .doc and .docx format.

### ► OWL (Online Writing Lab) at Purdue University

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<http://owl.english.purdue.edu/>

The OWL at Purdue is a collection of resources for writers, including information on the writing process, developing thesis statements, grammar, and MLA citation and documentation. Their grammar resources are very clear and easily understandable and additionally, they offer exercises and answers that will help you to practice and improve any of your patterns of error.

### ► GoogleDocs

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<http://www.docs.google.com/>

Google Docs allows you to upload documents, work on them (like a word processor), export them in .doc format, share papers, comment on others work, collaborate on projects, etc. To use the service, you must first sign up for a Google Account. If you already have a Gmail account, the login and password for your Google Account are the same. However, you can sign up for a Google Account using your FAU email address (this is helpful when you don't want your personal email address associated with your school work).

*Your continued participation in this class indicates your understanding and acceptance of policies set forth in the syllabus. Syllabus and course schedule are subject to change at the instructor's discretion. All changes will be posted on the course website.*