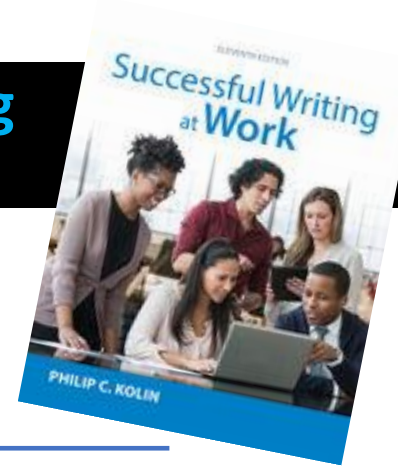


Business and Professional Writing

English 320, Fall 2020, Nichols



Online and HyFlex Courses

Section 12 #3167 (wholly online)

Section 13 #3357, Tue. 11-12:15 (HyFlex)

Section 14 #3358, Thurs. 11-12:15 (HyFlex)

Instructor: Cindy Nichols

Office: Minard Hall 316F (I will not be available in my physical office until further notice.)

Office Hours in Collaborate "Course Room": TTH 12:30-2:00 & by appt.

Email: Cindy.Nichols@ndsu.edu

Phone: 218-236-8233 (I much prefer EMAIL)

Textbook: *Successful Writing at Work*, Philip C. Kolin, 11th ed. **(Our book is ELECTRONIC)**

Student Portal: (<https://portal.verba.io/ndsu/login>).

Excellent resource on some of the genres we will work with:

https://www.ndsu.edu/cfwriters/genrestypes_of_documents/#c363907

Course Description

Intensive practice in writing for professional settings: writing to inform, analyze, evaluate, and persuade. Students will learn about and practice common genres for the world of work: letters, reports, proposals, memos, emails, and resumes. All writing assignments emphasize business and professional communication. Prereq: ENGL 120, Junior standing.

Section 12 of this course is wholly online. This section will sometimes include real-time, face to face (ftf), remote communications, but does not have regular live class meetings.

Sections 13 and 14 are hybrid, and using the HyFlex system. These sections do meet for their scheduled class times, either physically or remotely. Note that for at least the first 3 weeks of the semester, they will only meet remotely (electronically); not physically.

Primary Coursework (tentative)

Weekly Work 35% or 35 pts.

Exercises, short writings, group work, quizzes, drafts, etc. Instructions are located in the Assignments link in our Bb main menu, and also in the Pub.

Projects 65% or 65 pts.

- Formal Report for the Boss: Investigating The Writing Demands of Your Future Profession: **20 pts.**
- Cover Letters and Resumes: Real-World Job Search and Application: **15 pts.**
- Workplace Issues Presentation for Co-Workers: **20 pts.**
- Assessment Portfolio **10 pts.**

Course Aims

- You will practice some basic generic conventions and rhetorical tools necessary for writing in any business and professional setting. You'll learn some ways to write specifically for your field, but also practice skills you need for *any* field.
- You will use a variety of research tools to meet the rhetorical needs of the designated audiences.
- Working alone and with others, you will study and write documents that address the needs of specific audiences and specific purposes.
- Gen Ed Outcome 1: Communicate effectively in a variety of contexts and genres, using a variety of communication skills.
- Gen Ed Outcome 6: Integrate knowledge and ideas in a coherent and meaningful manner.
- Departmental Outcome 4: Manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.

Departmental Outcome 7: Develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product. (This includes conduct in class and responsibility for coursework and participation.)

THINK OF THIS CLASS AS A JOB.

Late Work and Missed Real-Time Meetings

Late Work

Each assignment will have its own deadline policies. See specific instructions for details.

Missed Meetings

If you miss a remote meeting, you should be able to access a recording. Details are forthcoming.

Grading

Your aim in this course is to get as close to 100 points as possible. You begin the course with 0, and accumulate points for each assignment. The final scale looks like this:

90-100 = A

79-89 = B

68-78 = C

57-67 = D

Grading for collaborative assignments: each group member will receive the same grade unless the group unanimously agrees that a particular member did not participate adequately in group work.

About HyFlex (for sections 13 & 14)

The following applies only to Sections 13 and 14.

HyFlex is a philosophy of teaching and a method of conducting classes that permits the instructor and specific students to be either physically in class or electronically (remotely) in class via Zoom, based on their health and other concerns. On any given class day, some class members will be in our actual physical class and some will be Zooming in. This is a complex setup which NDSU is experimenting with this semester.

However, for at least the first three weeks of the semester, Sections 13 and 14 of Engl. 320 will be wholly online. That is, we will NOT meet at all in our physical classroom. We WILL meet in real-time, however (synchronously) via Zoom or Blackboard (Bb) Collaborate. SEE OUR SCHEDULE FOR FULL DETAILS ABOUT HOW AND WHERE WE ARE MEETING ON ANY GIVEN CLASS DAY.

After about three weeks, we will know more about how we will meet for the rest of the semester.

Keep in mind that, despite being remote or electronic, we will still do a good deal of work with each other face-to-face in real time.

About the Online Experience (for all sections)

Students in the 21st century are generally familiar with two kinds of classes: 1) traditional, physical, real-time face-to-face (f2f) classes that meet approximately 3 hours per week; 2) online classes that do not meet ftf but interact online; and 3) hybrid classes which meet both physically and online, synchronously AND asynchronous. All three kinds of classes have their strengths and weakness, and each appeals to different kinds of learners.

Online courses and hybrid courses have a lot to offer. Many if not most younger students of the 21st century are already very comfortable with social media and electronic forms of communication. Online courses can also assist older or returning students as they juggle childcare, work, and other responsibilities with their school experience. And writing-intensive courses like English 110, 120, 320, 321, and 357 are particularly well-suited to online classes in which students need time to research and write, as well as learn how to write and work in electronic environments.

Challenges

1. **Online learning can require more self-motivation and focus.**

The natural physical experience of talking with classmates and teacher includes nuances of communication that simply don't transfer well to screen, even if you are talking with each other in real-time (synchronously) in a chat or e-meeting room. You generally can only see someone's head, you miss many hand gestures and body language, and you often do not have direct eye contact because of the way computer cameras are set up. Studies are finding that meeting even in real-time on screen can cause special stresses we are only just beginning to understand.

You therefore need to pay very close attention during real-time electronic meetings. You need to be awake, take notes, write down questions, and request one-on-one meetings with the instructor for clarification.

2. **Online learning usually involves what is called asynchronous communication. This is where everyone chats, writes on our Bb Discussion Board, and posts material to forums—BUT NOT AT THE SAME TIME.**

A class with lots of asynchronous communication demands that you stay up to date on assignments, and, again, BE EXTRA ATTENTIVE, because you don't have the benefits of real-time and physical discourse. In an online class, it can be tempting to sort of fade out as the semester progresses; some students need the teacher's physical presence and voice to fully understand some content and remember to stay on task. If you have a tendency to do everything at the last minute, or do not read carefully, or cannot take responsibility for your own learning, you will likely have a problematic semester!

3. **MOST ONLINE LEARNING REQUIRES READING ALL PRINTED COMMUNICATION EXTRA CAREFULLY. THIS IS CRITICAL!**

I cannot stress this enough: *it is imperative that you pay close attention to all written documents.* You must read all that are sent or assigned and read them extra closely. Do not skim-read emails or instructions, unless you are given the ok to do so. Whether wholly online or partly online, this course will rely very heavily on the printed word.

4. **Conduct**

Upper Division Writing classes are pre-professional classes; a significant amount of the work you do will be about learning to communicate as a professional. To further emphasize this point, my expectation is that we will treat the course as a professional work environment, not just another class on your way to a degree.

I assume that all interaction in this course will be civil and show respect for others. Student conduct at NDSU is governed by the Code of Student Behavior, Policy 601.

Among other courtesies, keep your phones turned to vibrate or silent and refrain from texting in class or during remote meetings.

Show up for work, whether physically or remotely, on time, every day. Account for your absences; you certainly would need to in a professional setting.

- Plan to work roughly 7 hours/week to prepare for classes, write assignments, and complete hybrid Friday work.
- Bring a positive attitude; you will be working with others, not just listening to lectures; you should be practicing small group dynamics, and you should be trying to make the best of any work situation, even if it isn't your cup of tea.
- If you are having trouble keeping up, talk to me. If you are confused, talk to me. Remember that as your “professional coach” I want you to succeed, but I need to know how to help. *Get used to asking for help; this skill will be very useful when you start a new job.* Remember too that the Center for Writers is available to help.

If you have suggestions for improving the course — assignments, classroom environment, readings — share them. Get used to investing in your workplace, trying to make it a better place. Be a good team player.

University Statements

Special Needs and Circumstances

Any student with disabilities or other special needs who requires special accommodations in this course should share these concerns or requests with me as soon as possible so that we can make appropriate arrangements with the necessary offices and so that I can assist you as much as possible.

Additionally, I encourage veterans and active duty military personnel with special circumstances to communicate these, in advance if possible.

Academic Honesty

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct has occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

I will not tolerate your borrowing statistics, ideas, opinions, or anything word for word from another writer without giving him/her credit for the work; having someone else do your assignments; or handing in assignments which have been turned in by someone else in the past. If, in my judgment, you have inadvertently plagiarized, we will discuss the problem and you will correct it. If, in my judgment, you have intentionally plagiarized, you will fail the course and receive further disciplinary action through the university.