Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Professional and Technical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER</td>
<td>ENGL 3900 (CRN 88567)</td>
</tr>
<tr>
<td>CREDIT HOURS</td>
<td>3.0 semester credit hours (3-0-3)</td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td>Dr. Sipai Klein</td>
</tr>
<tr>
<td>INSTRUCTOR CONTACT INFO</td>
<td><a href="mailto:sipaiklein@clayton.edu">sipaiklein@clayton.edu</a></td>
</tr>
<tr>
<td>CONTACT INFO</td>
<td>678-466-4747</td>
</tr>
<tr>
<td>LOCATION</td>
<td>Online</td>
</tr>
<tr>
<td>MEETING TIMES</td>
<td>This is a 100% online class, though there is one, individual, online conference with the instructor in the middle of the semester that is required (details will be emailed to students a week prior to the conference)</td>
</tr>
<tr>
<td>OFFICE LOCATION AND HOURS</td>
<td>Arts and Sciences Building, Room 226—entrance also available through the Writers’ Studio, in Room 224. Tuesday and Thursday, 1 – 4 PM, and by appointment</td>
</tr>
</tbody>
</table>

**CATALOG DESCRIPTION**

An advanced, study and application of principles for effective professional and technical writing. Topics to include audience and context analysis, ethical communication, and writing for international readers. Students put these concepts into practice by writing and designing several professional and technical documents for both specialist and non-specialist readers. While open to students from all majors, the course includes entry assessment of writing skills for the baccalaureate degree program in Communication and Media Studies. Required to earn at least a C in the course, based on the program-entry-level assessments of writing skills built into the class.

Pre-Requisites: ENGL 1102 with a minimum US grade of C Or ENGL 102 with a minimum UG grade of C Or ENGL 112 with a minimum UG grade of C

**COMPUTER REQUIREMENTS**
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

**Software Requirement:**
To properly access the course content you will need to download the following free software:

**Computer Skill Prerequisites:**
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

**In-class Use of Student Notebook Computers:**
Student notebook computers will be used in the classroom in this course. Since this is a 100% online course, computers will be required to access course materials and to communicate with your instructor.

**GeorgiaVIEW Desire2Learn (Online Classroom):**
On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting :”GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

**PROGRAM LEARNING OUTCOMES**
General education outcomes:
The following link provides the Clayton State University Core Curriculum outcomes:
[http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf](http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf)

**COURSE LEARNING OUTCOMES**
Course Outcome 1: Identify the characteristics of workplace writing
Course Outcome 2: Write workplace-related documents with the reader(s) in mind
Course Outcome 3: Participate collaboratively with others in the iterative process of research, discussion, negotiation, writing, and editing
Course Outcome 4: Develop ethical problem-solving communication skills in professional situations
EVALUATION
The course is sectioned into three major projects, discussion board responses/informal writing activities, and class engagement and participation. The following is a breakdown of each section:

Resume & Cover Letter Assignment
Grade 20% of overall course grade

Rewrite Formal Letter Assignment
Grade: 20% of overall course grade

Create a Brochure Assignment
Grade: 20% of overall course grade

Usability Test Assignment
Grade: 20% of overall course grade

Engagement and Participation
Grade: 20% of overall course grade
*Thoughtful e-mail communication with instructor and peers, including proper use of language and respect for 24-hour response time
*Full participation in reading responses (see reading responses evaluation rubric)—throughout the semester, you’ll asked to respond to chapters in the book or to engage in activities relating to the readings
*Full participation in peer-reviews (peer-review guidelines change per assignment)
*Participation in informal writing activities (grades as either “1” for completed or “0” for incomplete)

EVALUATION KEY
This scale will be used to assess the client project, as well as all of the documents in the portfolio. Assigning a scale number is holistic, which means that the value of whole work is considered first rather than by applying specific categories such as mechanics, argument, and organization that are weighted by percentages or points. This rubric is only the beginning of the assessment process. Work can receive a “U” or any other grade, based on factors not outlined on this rubric (such as not following instructions carefully).

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Exemplary communication is marked by originality of expression, particularized strategies to engage the audience, and scrupulous attention to detail. Exemplary communication responds creatively, requiring little or no revision.</td>
<td>95-100</td>
</tr>
<tr>
<td>Mature</td>
<td>Mature communication is marked by an audience orientation, a clear grasp of the rhetorical situation, consistency, directness, strong supporting evidence, thorough editing, and an easy-to-follow structure. Mature communication responds fully, requiring only minor revision.</td>
<td>85-94</td>
</tr>
<tr>
<td>Competent</td>
<td>Competent communication is marked by clarity of purpose, workable organization (if somewhat mechanical), an effective general purpose, acceptable style, and no distracting errors in usage or conventions.</td>
<td>75-84</td>
</tr>
</tbody>
</table>
Competent communication responds adequately, requiring limited revision.

Developing communication is marked by some serious weakness that, despite promising choices in other areas, ultimately prevents the communication from succeeding. This weakness may be in a faulty assumption about the situation or audience, underdeveloped content, a confusing organization, vague word choices, etc. This level could also be marked by excessive generality and predictability that fail to engage the audience. Developing communication responds inappropriately in some way(s), requiring focused revision.

Beginning communication is marked by failure to address some key element(s) of the communication situation. For example, evidence may be scant and/or inaccurate. Expression is weakened by vague or inappropriate verbal or visual choices. Errors in conventions, tone, or documentation are distracting. The main point is vague, trite, or poorly developed. Beginning communication responds incompletely, requiring extensive revision.

Basic communication is marked by misunderstanding the demands and expectations of the communication situation, by focusing on self rather than audience, by blatant violations of conventions and audience expectations, and by inconsistencies and contradictions. Basic communication responds naively, requiring thorough revision.

Unacceptable communication is incomplete or completed with disregard for the basic assignment instructions for preparing the document. A “U” is given to work that was clearly prepared without care, either because it is far too brief, too shallow, or missing basic components.

FINAL GRADES PERCENTAGES
A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F below 60%

MID-TERM PROGRESS REPORT
The mid-term grade in this course, which will be issued by October 1, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on October 4. Instructions for withdrawing are provided at this link:
http://www.clayton.edu/registrar/withdrawal.

The last day to withdraw without academic accountability is October 4, 2013.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities &amp; Topics</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One - August 12</td>
<td>Course introduction</td>
<td>Syllabus Agreement Form</td>
</tr>
<tr>
<td>Week 2 - August 19</td>
<td>Resume and Letter Assignment</td>
<td>Read Chapter 2 in Anderson</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion board topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 - August 26</th>
<th>Resume and Letter Assignment</th>
<th>Read Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Peer-review of letter and resume drafts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4 - September 2</th>
<th>Resume and Letter Assignment</th>
<th>Submit final resume, cover letter and reflection video</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 5 - September 9</th>
<th>Rewrite Formal Letter Assignment</th>
<th>Read Chapter 22 in Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion board topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FYI: Internship/Non-Profit Job Fair University Center- Main Street September 10, 2013 10:00 a.m. - 1:00 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 - September 16</th>
<th>Rewrite Formal Letter Assignment</th>
<th>Read Chapter 5 in Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Peer-review of letter rewrite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 - September 23</th>
<th>Rewrite Formal Letter Assignment</th>
<th>Submit final version of revised letter, reflection video</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Read chapter 4 in Anderson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8 - September 30</th>
<th>MIDTERMS</th>
<th>Mandatory WebEx Meeting with Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Engagement and participation self-evaluation email to instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 - October 7</th>
<th>Create Brochure Assignment</th>
<th>View video on usability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion board topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10 - October 14</th>
<th>Create Brochure Assignment</th>
<th>Discussion board topic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 11 - October 21</th>
<th>Create Brochure Assignment</th>
<th>Peer-review brochure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12 - October 28</td>
<td>Create Brochure Assignment</td>
<td>Submit brochure and reflection video</td>
</tr>
<tr>
<td>Week 13 - November 4</td>
<td>Usability Test Assignment</td>
<td>Submit plan for usability test</td>
</tr>
<tr>
<td>Week 14 - November 11</td>
<td>Usability Test Assignment</td>
<td>Gather usability test data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FYI: Career Opportunities Fair 2013 Cobb Galleria Centre - Atlanta November 13, 2013 12 Noon - 3:00 p.m.</td>
</tr>
<tr>
<td>Week 15 - November 18</td>
<td>Usability Test Assignment</td>
<td>Analyze usability test data</td>
</tr>
<tr>
<td>Week 16 - November 25</td>
<td>Usability Test Assignment</td>
<td>Usability test report peer-review</td>
</tr>
<tr>
<td>Week 17 - Exam Week</td>
<td>FINAL EXAM</td>
<td>Submit usability test report and reflection video</td>
</tr>
</tbody>
</table>

**TEACHING PHILOSOPHIES**

Here are the primary philosophies that inform my teaching, so you have an idea of what to expect from me and how our class will run on a daily basis:

- I am a teacher of rhetoric. I define *rhetoric* as: “all conscious communication.”
- I am a teacher of literacies. I use J.L. Lemke’s definition of *literacy*: “a set of cultural competences for making socially recognizable meanings by the use of particular material technologies.”
- Good learning is situated in real-life (or simulated) practice, not in abstract discussion.
- A good teacher is a coach rather than a "sage on the stage."
- People learn new things by connecting new information or skills with information/skills they already have (also known as "scaffolding").
- Good learning is a back-and-forth process of hypothesizing about a new idea, trying it out, and reflecting on how that trial went. (This dialectical process is also known as "active and critical thinking.")
- Students learn best when they’re engaged with the material. The ways that I try to engage my students are:
  - By giving you as much choice as possible about what you’ll study/create, and encouraging you to choose subjects that you’re excited about
  - By encouraging you to actively seek information rather than passively absorb it
  - By encouraging you to play as much as possible

**STANDARDS FOR PROFESSOR’S PERFORMANCE**

You can expect me to

- Be professional inside and outside the classroom
• Be prepared for every class period
• Treat you like an adult
• Attend class regularly
• Promptly respond to email communication
• Adhere to my own policies and standards religiously
• Treat you in a professional, respectful manner at all times
• Be available during scheduled office hours
• Maintain a positive attitude
• Be a problem solver
• Offer thoughtful, constructive criticism on your work
• Be a mentor for professional development activities

You shouldn’t expect me to
• Accept notes or other documents from third parties excusing you from class or other activities
• Respond favorably to excuses of any kind
• Answer emails or phone calls from parents, guardians, or other third parties
• Be available outside my office hours without an appointment
• Respond favorably to any argument for missing my class because of activities in another class
• Make exceptions to my own policies and standards
• Grant make-ups
• Accept late work without a pre-arranged extension
• Answer emails on the weekends

STANDARDS FOR STUDENT PERFORMANCE AND BEHAVIOR
One of the purposes of this class is to professionalize your communication skills; in order to accomplish this task, I try to create an environment that resembles the work world in many ways. Some of my expectations are based on this attempt to create a realistic work environment. Others are based on my desire to prepare students for work environments that are far less forgiving than academia.

• Respect deadlines – Deadlines are critical to this course, as they are in any professional environment. I do not accept late work unless the student has made arrangements with me for an extension BEFORE the deadline—no exceptions. Extensions are not guaranteed, but I often grant them, as long as you make a request in a well-written email before an assignment is due.

• Do not expect make-ups – In the workplace, performance cannot be “made up” due to absence. There is always a price to pay for missing important events and activities in the workplace. I have applied a similar ethic to this class, which means that I do not allow students to make up work that was handed in late or inadequately prepared (student athletes who are in season during the semester constitute a possible exception to this rule).

• Arrive on time for class/stay for the duration – Lateness is disruptive and disrespectful in any situation. I treat lateness as a partial absence, for both regular class periods and workshop sessions. Leaving early without informing me will result in the same penalty. Perpetual disrespect for the time boundaries of the classroom can result in a failing grade for the class.
• Respect basic rules of meeting etiquette – We will observe the highest standards of meeting etiquette in this class, with every class period treated as a meeting. Students are expected to turn off ringers on cell phones and other electronic devices and refrain from activities like texting or surfing the web on laptops. Additionally, there is no “right to technology use” in my class. Laptops and other electronic devices will be used only for class activities, and students who break these rules will be asked to leave the classroom. Students who continually defy these rules will be treated as “disruptive” and subject to all the penalties associated with disruptive behavior.

• Maintain a positive attitude – Excessive negativity is a liability in any collaborative effort. Because we will all be working together to satisfy the client, I expect students to approach the client project with positive energy and enthusiasm. This attitude will go a long way in my class.

• Be a problem solver – Working with real clients is not always easy. Problems and misunderstandings sometimes arise. The most productive posture towards these inevitable challenges is to be a problem solver rather than a complainer.
COURSE POLICIES

Email Policy
Throughout the semester, it will be quite common for us to communicate via email. I expect that you will use these communicative moments to apply your rhetorical skills as a technical and scientific writer-in-training. Use subject headings wisely by stating the purpose of the email. Address your audience in a professional manner; end your messages in a professional manner. Double check your emails messages for mechanical and grammatical errors. As important, do not attach files, especially if they are homework assignments, to your emails unless your audience requested the files. These communicative moments are varied, complex and are very common in the workplace, so use these moments as writing opportunities.

In this course I will use my sipaiklein@clayton.edu email account to communicate with students and expect students to use their @clayton.edu email address to communicate with me and with their colleagues. I will not use the email tool within Desire2Learn nor will email sent via Desire2Learn be considered as part of the course communication and, so, be sure to reach me via my @clayton.edu account.

Your emails will be responded to within 24 hours, except during the weekends. Emails will not be answered during the weekends.

General Policy
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
Since this course is 100% online, attendance will be measured by examining you login record to D2L. Every week you are expected to login at least twice a week.

Syllabus Changes
By necessity, our plans adapt according to the needs of the projects. I will announce changes in class, but you are responsible for knowing and following them.

Returned Work
I will sometimes return work in batches, which means that some students will receive work back earlier than others.

Missed Work
Without a valid excuse, a grade of zero points will be assigned for the missed work. If a valid excuse is provided, a student will have the opportunity to submit the work with a loss of a full letter grade per 24 hours.
Late submissions are not accepted for informal writing activities either in-class or online on the discussion board.

Final Examination
The final examination must be taken. Students missing the final examination should contact their instructor concerning the applicability of an Incomplete grade.

Writing Assistance
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in consultant-led writing workshops. In these workshops, consultants will guide you in discussions and activities important to academic writing topics. Consultants and student-writers will collaborate on ways to apply writing concepts and strategies to specific writing situations. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

http://www.clayton.edu/arts-sciences/english/writersstudio

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. If academic dishonesty is apparent in a final submission of any major project/assignment/paper, a grade of “F” will be assigned as the final course grade. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described beginning on page 14 of the Student Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions)

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.
A more detailed description of examples of disruptive behavior and appeal procedures is provided at: http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

Discrimination
I am committed to providing a safe classroom environment that is free of discrimination. In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students. No harassment of any kind is allowed in class including but not limited to gender, age, ability, religion, sexual orientation, and ethnicity. That being said, ignoring our differences in an attempt to avoid conflict or discomfort can sometimes wind up reinforcing the same prejudices and conflicts we’re trying to avoid, so I will encourage the input each of you brings to the class based on the identities you’re comfortable speaking from.
Signed Student/Instructor Agreement

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. XXXXXX

I affirm that I have read the entire syllabus and policy sheet for XXXXXX and understand the information and the responsibilities specified.

print name

signature

date

DIRECTIONS: Read carefully and check all that apply.

☐ I give my instructor, XXXXX XXXXX, permission to use copies of the work I do for this course, XXXXX as examples in this and other courses, as examples in presentations, and in print and electronic publications.

☐ I do NOT give my instructor, XXXXX XXXXX, permission to use copies of the work I do for this course, XXXXX as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

☐ Please use my name in association with my work.

☐ Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, he/she may wish to contact you. Please provide your contact information below:

print name

signature

e-mail address

phone number

print permanent address

print campus address

date