Banner/Catalog Information (Coversheet)

1. Revision of Existing Course

2. Course prefix and number: ENG 2760

3. Short title: Intro to Professional Writing

4. Long title: Introduction to Professional Writing

5. Hours per week: 3 Class 0 Lab 3 Credit

6. Terms: __ Fall  __ Spring  __ Summer  X On demand

7. Initial term: __ Fall  __ Spring  X Summer  Year: 2015

Catalog course description: (3-0-3) on demand. Introduction to the principles and practices of writing in professional settings. Students will complete case-based and/or client-based projects in multiple genres and media. Course will also address ethical communication, document design, intercultural/global communication, collaboration, basic copyediting, and oral presentation. WC

8. Course attributes:
   
   General education component: N/A

   _ Cultural diversity _ Honors  X Writing centered  _ Writing intensive  _ Writing active

9. Instructional delivery

   Type of Course:
   
   X Lecture  _ Lab  _ Lecture/lab combined  _ Independent study/research

   _ Internship  _ Performance  _ Practicum/clinical  _ Other, specify: _____________

   Mode(s) of Delivery:
   
   X Face to Face  X Online  _ Study Abroad

   _ Hybrid, specify approximate amount of on-line and face-to-face instruction_____________

10. Course(s) to be deleted from the catalog once this course is approved. None

11. Equivalent course(s): None

   a. Are students allowed to take equivalent course(s) for credit?  __ Yes  __ No

12. Prerequisite(s): ENG 1002G

   a. Can prerequisite be taken concurrently?  __ Yes  X No

   b. Minimum grade required for the prerequisite course(s)?  C or better
c. Use Banner coding to enforce prerequisite course(s)?  X Yes ___ No

d. Who may waive prerequisite(s)?
__ No one  X Chair  __ Instructor  __ Advisor  __ Other (specify)

13. Co-requisite(s): None

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

15. Repeat status: X May not be repeated  ___ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: None

17. Grading methods:  X Standard  __ CR/NC  __ Audit  __ ABC/NC

18. Special grading provisions: None
__ Grade for course will not count in a student’s grade point average.
__ Grade for course will not count in hours toward graduation.
__ Grade for course will be removed from GPA if student already has credit for or is registered in: ____________________________

__ Credit hours for course will be removed from student’s hours toward graduation if student already has credit for or is registered in: ____________________________

19. Additional costs to students:
Supplemental Materials or Software None

Course Fee X No ___Yes, Explain if yes___________________________

20. Community college transfer:

X A community college course may be judged equivalent.

___ A community college course may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.
Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of English with a Professional Writing emphasis
   X Course is required for the minor(s) of Professional Writing
   ___Course is required for the certificate program(s) of ____________
   X Course is used as an elective for all other English major emphases

2. Rationale for proposal: This revised course proposal includes three major changes: (1) a revised catalog description that more effectively informs students about the content and nature of the course, (2) revised course learning objectives and model syllabus to demonstrate current practices in the discipline of professional writing, and (3) a move to offer this course—along with the entire Professional Writing minor—online.

3. Justifications for (answer N/A if not applicable)

   Similarity to other courses: N/A

   Prerequisites: This writing-centered course builds on basic college-level writing principles taught in first-year composition.

   Co-requisites: N/A

   Enrollment restrictions: N/A

   Writing active, intensive, centered: Writing centered: The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as discussion posts, emails, notes, drafts, etc.

4. General education assurances (answer N/A if not applicable)

   General education component: N/A

   Curriculum: N/A

   Instruction: N/A

   Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

   Online or hybrid delivery justification: In Teaching Writing Online, Scott Warnock argues that online writing courses provide more opportunities to write and highlight purposes for writing that differ from face-to-face courses. This course and the Professional Writing minor as a whole pair well with existing online programs (such as the BA in General Studies and the BS in Organizational and Professional Development) and the Parkland-based BSB in Business Administration.

   Instruction: ENG 2760—and the Professional Writing minor as a whole—will allow online students to engage in focused study that will improve their professional communication skills in a variety of workplace settings. Instructional materials and assessments in both online and face-to-face versions of the course will focus on developing students’ writing. Through EIU’s course management system, students will regularly submit written work for peer feedback and instructor evaluation. Discussion boards and chat functions will allow students and instructor to discuss reading assignments. Teaching materials will be posted in the form of text-based lecture notes and/or audio or video podcasts. Student presentations will be given using web
cameras and live on-site audiences assembled by the student; video of those presentations will then be uploaded to the course for instructor evaluation. All faculty who will deliver this course online are/will be OCDI-trained (or have attained an appropriate equivalent).

**Integrity:** In addition to using the tools available in EIU’s course management system (e.g., EIU logins, timed quizzes, ability to place pre-requisites on assignment submissions), instructors in the ENG 2760 course create scaffolded assignments that build on one another throughout the semester, deterring plagiarism. Because students produce a large volume of formal and informal writing during the semester, instructors develop familiarity with a student’s writing style and voice. While an individual instructor might choose to use brief reading quizzes, high-stakes tests are not used in ENG 2760 to assess learning.

**Interaction:** The development of collaborative skills is a learning objective for ENG 2760. Students in online versions of the course will be expected to complete readings on collaboration and at least one collaborative assignment. Students will engage regularly with one another and the instructor through discussion posts, blogs, and other shared document tools. Because online versions of this course maintain the enrollment restrictions found in face-to-face sections, regular one-on-one communication between instructor and student will occur each week through emails and individualized feedback on writing assignments. Instructors may also arrange synchronous meetings through text chats or videoconferencing.

**Model Syllabus (Part II)**

1. **ENG 2760: Introduction to Professional Writing**

2. **Catalog Description**

   (3-0-3) on demand. Introduction to the principles and practices of writing in professional settings. Students will complete case-based and/or client-based projects in multiple genres and media. Course will also address ethical communication, document design, intercultural/global communication, collaboration, basic copyediting, and oral presentation. WC

3. **Learning Objectives** (Parentheses indicate which undergraduate learning goals are covered by the learning objective. In some instances, specific substeps are listed when only portions of the learning goal are covered.)

   1. Use effective communication strategies, including appropriate research techniques, to solve hypothetical and real-world problems (i.e., critical thinking and problem solving) (CT / WR /SL)
   2. Adapt general professional writing principles (related to content, organization, and tone) to specific audiences, purposes, and contexts—including online and global contexts (CT/WR/SL/RC)
   3. Use revision and editing strategies to improve your own and others’ writing (WR)
   4. Use basic principles of effective visual and document design
   5. Use effective collaborative strategies to create a positive work environment (CT 1 / SL 2–3, 7 / RC 1–2)
   6. Demonstrate understanding of basic ethical and legal considerations related to professional communication (RC-2)
   7. Demonstrate college- and professional-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading (WR)
4. Sample Course Materials

- *Successful Writing at Work*, Kolin (Cengage Learning, 2012)
- Assigned supplemental readings from trade publications and academic journals

5. Sample Course Outline

**Weeks 1–3: Introduction to basic principles of professional communication**

Students will study the basic content/development, organization, and style/tone principles experienced professional writers draw on when communicating. Students will discuss how some of these “core” principles may be shaped by American cultural context (e.g., individualistic, low-context, high value on efficiency).

Readings from Harty; Kolin; and Van Rys, et al. Writing: small case-based assignments using principles learned.

**Week 4: Introduction to copyediting / professional communication analysis**

Students will be introduced to the different types of editing and copyediting. Students will select and analyze professional communication cases for the professional communication principles used.


**Weeks 5–6: Communication in non-profits / oral communication**

Students will study how the core professional communication principles are applied to persuasive oral communication. Students will work with their first client, the Health Education Resource Center, on a public service announcement to be recorded for radio at WEIU.

Readings from Kolin; Van Rys, et al; and Kolln. Copyediting: sentence structure and subordination. Writing: public communication analysis and PSA. Students in online sections of the course will create their own audio recordings and submit them online.

**Weeks 7–9: Professional communication practices / ethics in professional communication / introduction to primary research in professional communication**

Students will study ethics in professional communication through analysis of codes of ethics, brief case studies, and primary research of a practicing professional writer. Students will learn how ethics and communication practices may be shaped by the culture of a discipline or particular workplace.

Readings from Harty; Kolin; Van Rys, et al; and Kolln. Copyediting: punctuation use. Writing: code of ethics analysis; response to case; primary research project.

**Weeks 10–11: Document design / Collaboration**

Students will study basic document design principles with a focus on usability, accessibility, and visual tone. Students will study how national culture impacts perception of design. Students will
work in teams with their second client, the Coles County Health Department, on an educational health poster.

Readings from Kolin; Kolln; supplemental articles. Copyediting: subject-verb/noun-pronoun agreement. Writing: in-class activities and client project.

**Weeks 12–14: Online communication**

Students will study online communication, including social media, websites, podcasts, blogs, wikis, etc.

Readings from Kolin; supplemental articles. Copyediting: modifiers, numbers. Writing: social media analysis and Wikipedia project.

**Weeks 15–16: Oral presentation / copyediting exam**

Students will study informative oral presentations as a form of professional communication. Readings from Kolin; Van Rys, et al. Copyediting: exam. Presentation: Social media analysis. Students in online versions of the course will be required to demonstrate on videotape that their presentations are being given in front of a live audience. [To facilitate this, we will use the process put in place by University of Arkansas-Little Rock for their online introduction to speech class.]

6. **Assignments and Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Brief case-based assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Professional communication analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Primary research</td>
<td>15%</td>
</tr>
<tr>
<td>Online and/or social media assignment(s)</td>
<td>15%</td>
</tr>
<tr>
<td>Client projects (currently PSA &amp; poster design)*</td>
<td>20%</td>
</tr>
<tr>
<td>Copyediting homework, quizzes, and exam(s)</td>
<td>10%</td>
</tr>
</tbody>
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* Client evaluation of the project is considered in determining the student’s grade on the assignment.

Major assignments in the course will undergo at least one round of instructor feedback and revision. This revision may take place before or after the assigning of an initial grade, as determined by the instructor.

Individual instructors may determine the number and length of individual assignments. Students must write a minimum of 5,000 words of polished revised prose.

7. **Final grading scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
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<tr>
<td>B</td>
<td>80–89%</td>
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<tr>
<td>C</td>
<td>70–79%</td>
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<tr>
<td>D</td>
<td>60–69%</td>
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8. **Correlation of Learning Objectives to Assignments**

<table>
<thead>
<tr>
<th>#1: Effective communication strategies</th>
<th>Brief case-based 30%</th>
<th>PC analysis 10%</th>
<th>Primary research 15%</th>
<th>Online writing 15%</th>
<th>Client projects 20%</th>
<th>Copyediting 10%</th>
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<tbody>
<tr>
<td>x</td>
<td>x</td>
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<tr>
<th>#2: Adapt PW principles</th>
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<th>x</th>
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<tr>
<th>#3: Use revision</th>
<th>x</th>
<th>x</th>
<th>x</th>
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<tr>
<th>#4: Use document design principles</th>
<th>x</th>
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<tr>
<th>#5: Collaborate</th>
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<th>x</th>
<th>x</th>
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<tr>
<th>#6: Understand ethics</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
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</tr>
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<tr>
<th>#7: Demonstrate college-level writing</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
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**Date approved by the department or school:** 25 March 2015

**Date approved by the college curriculum committee:** 15 April 2015

**Date approved by the Honors Council (if this is an honors course):** NA

**Date approved by CAA:** 30 April 2015

**CGS:** NA