

ENGLISH 202D: BUSINESS WRITING

Spring 2020
 Section 044, 051, 053
 TR 1:35-2:50, 4:35-5:50, 6-7:15
 Earth and Eng Sciences 120, Huck Life Sciences 006

Instructor: Phillip Zapkin
 Office Location: Burrowes 017
 Office Hours: TR 11-12, W 1-3
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COURSE DESCRIPTION

English 202D introduces students to the conventions, genres, and strategies of business communication. In particular, this course focuses on skills in critical analysis, document design, reader-centered writing, and professional discourse.

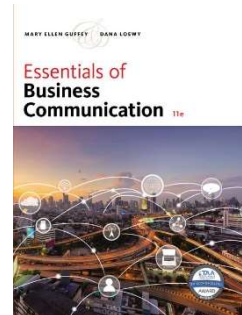
LEARNING OUTCOMES

Upon completion of this course, you should be able to:

- decipher and understand the discourse features of business communication;
- utilize a range of writing processes appropriate to various writing tasks;
- forecast the organization of communications by using preview and transitional statements, headings, and effective page design;
- deploy appropriate generic conventions and formats for letters, resumes, memoranda, and a variety of informal and formal reports; and
- collaborate effectively in a community of writers to provide feedback on each other's work.

REQUIRED TEXT

Guffey, Mary Ellen and Dana Loewy. *Essentials of Business Communication*. 11th ed., Cengage, 2019. ISBN: 978-1-337-38649-4.



COURSE REQUIREMENTS AND GRADING

For this course, you will complete 5 major projects, take reading quizzes, and participate in both in-class and Canvas forum discussions.

Project	Grade Weight
Topic Approval Proposal (TAP)	10%
Business Correspondence (BC)	15%
Oral Progress Report (OPR)	10%
Job Application Documents (JAD)	20%
Formal Analytical Report (FAR)	20%
Reading Quizzes	15%
Participation	10%
Total	100%

MAJOR PROJECTS

You must hand in all major projects to pass this course.

- Each project (except the OPR) will be peer reviewed and you will review a partner's draft before the submission deadline. Failure to do either will result in a 1 letter grade penalty to the project.
- Each project should be grammatically and stylistically polished. Each project should exhibit correct formatting for that type of document. Grading will reflect the seriousness with which these matters are frequently viewed in the professional world.

~Reading Quizzes

There will be 10 in-class quizzes based on *Essentials of Business Communication*. Each quiz will have 5 questions, with each question worth 1 point. Your letter grade will be cumulative:

Letter Grade	A	B	C	D	F
Cumulative Points	50-45	44-40	39-35	34-30	39-Below

A missed quiz can be made up during office hours within 1 week of when it was given.

~Participation

This holistic grade includes participation in full class discussions, reading from the projector or textbook, active engagement in group work and peer review, and responding to prompts in the Canvas discussion forums.

~All Other Projects Will Have Detailed Assignment Sheets Posted to Canvas

GRADING SCALE

The grades of A, B, C, D, and F indicate the following qualities of academic performance:

A = (Excellent/Superior) Indicates exceptional achievement

B = (Good/Very Good) Indicates strong achievement

C = (Satisfactory) Met assignment requirements/course standards

D = (Poor) Indicates only minimal achievement

F = (Failure) Indicates inadequate achievement necessitating a repetition of the course

POLICIES

ATTENDANCE

You are allowed to miss two classes with *no penalty* to your grade. *Each class missed beyond those two will cost 1/3 of your overall course grade.*

- Excused absences do not count against your grade. In order for an absence to be excused you must discuss it with me as early as possible beforehand (at least 24 hours). Reasons for excused absences may include: religious holidays, military service, university required activities (i.e., participation in a university sports team), or severe illness or injury.
- If you miss class, *it is your responsibility to make up the missed material*. Ask a classmate to take notes for you, come to office hours, and/or email me as soon as possible, preferably before the missed class period.

ACADEMIC INTEGRITY

Academic integrity is a shared commitment to reject unethical intellectual practices like plagiarism and cheating. This is a foundation of academic work.

- The guidelines for US academic integrity standards are laid out in the University's Code of Conduct, as are the penalties for violations (see our Canvas page).

- Consistent with this expectation, the Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through their efforts.
- Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation, or deception.

LATE POLICY

Submitting a project or assignment after the specified deadline will result in the loss of one full letter grade per late day.

ACCESSIBILITY: DISABILITY ACCOMMODATION

Penn State welcomes students with disabilities into the University's educational programs. In order to receive consideration for reasonable accommodations, contact the appropriate disability services office on campus, participate in an intake interview, and provide documentation (equity.psu.edu/student-disability-resources/applying-for-services). If the documentation supports your request for reasonable accommodations, the disability services office will provide you with an accommodation letter. Please share this letter with me as early as possible so we can discuss accommodations.

The Student Disability Resources Web site provides contact information for every Penn State campus (equity.psu.edu/student-disability-resources/disability-coordinator). For further information, please visit the Student Disability Resources website at equity.psu.edu/sdr.

EDUCATION EQUITY: BIAS REPORTING

Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported via the Report Bias webpage (equity.psu.edu/reportbias/).

COUNSELING AND PSYCHOLOGICAL SERVICES

Penn State offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- Counseling and Psychological Services (CAPS): 814-863-0395, studentaffairs.psu.edu/counseling/
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

STANDARDS OF CLASSROOM BEHAVIOR

Classroom behavior should always reflect the essential Penn State values of civility, integrity, and respect for the dignity and rights of others. As such, the classroom space should be safe, orderly, and positive—free from disruptions, disorderly conduct, and harassment as defined in the University Code of Conduct, Section IV, B.

As instructor, I have the authority to request that any disruptive student(s) leave class for the class period. If disruptive behavior continues in subsequent class periods, a complaint may be filed with the Office of Student Conduct, which may result in the student being dismissed from class until University procedures have been completed.

COURSE SCHEDULE

This schedule is subject to change by me. I will notify you ahead of time in class and/or by email of any changes.

Readings Key: *EBC*=*Essentials of Business Communication*, *CA*=Canvas

WEEK 1

- ❖ T 14 Jan.: Ice Breakers and Course Introduction; Basic Principles of Business Writing
HW: Read Syllabus; Read “The Writing Instructor’s Approach to Grading” on *CA*
- ❖ R 16 Jan.: Introduce TAP, OPR, and FAR; Finding a Group; Brainstorming FAR Topics
HW: Read Ch. 2 “Planning Business Messages” in *EBC* pp. 36-51; Read “Art of the Paragraph” on *CA*

WEEK 2

- ❖ T 21 Jan.: Planning Business Messages; Anticipating Readers’ Needs; **Reading Quiz 1**
HW: Read Ch. 3 “Organizing and Drafting Business Messages” and Ch. 9 “Determine the Problem and Purpose” in *EBC* pp. 62-75 and 259-261; Watch “Tips for Better Business Writing” on *CA*
- ❖ R 23 Jan.: Drafting Effective Proposals; **Reading Quiz 2**
HW: Read Ch. 10 “Collecting Information Through Primary and Secondary Research” and Appendix A “Business Letters” in *EBC* pp. 294-300 and A2-A10; Read “Formatting a Business Letter Sample” and “TAP Samples 1-3” on *CA*

WEEK 3

- ❖ T 28 Jan.: Business Letter Formatting; Analyze Student TAP Samples
HW: TAP Draft; Read Ch. 4 “Revising Business Messages” in *EBC* pp. 87-101
- ❖ R 30 Jan.: TAP Peer Review; **Reading Quiz 3**
HW: **Topic Approval Proposal**; Read Ch. 6 “Positive and Neutral Messages” in *EBC* pp. 150-170; Watch “Business Writing Strategies” sections 1, 2, 3 on *CA*
Due: TAP Draft

WEEK 4

- ❖ T 4 Feb.: Introduce BC; Writing Positive and Neutral Messages; **Reading Quiz 4**
HW: Read Ch. 7 “Negative Messages” in *EBC* pp. 186-205; Read “Jack Dorsey’s Layoff Letter to Twitter’s Staff,” and “Microsoft Just Laid Off Thousands of Employees with a Hilariously Bad Memo” on *CA*
Due: **Topic Approval Proposal**
- ❖ R 6 Feb.: Writing and Analyzing Negative Messages; **Reading Quiz 5**
HW: Read Figure 5.3 “Formatting an Interoffice Memo” and Appendix A “E-Mail Messages” in *EBC* p. 121 and A1-A2; Read “Formatting a Memo Sample” and “Target Email” on *CA*; Watch “Tips for Writing Business Emails” on *CA*

WEEK 5

- ❖ T 11 Feb.: Formatting Memos and Emails; Analyzing an Email
HW: Read Ch. 8 “Persuasive Messages” in *EBC* pp. 219-236; Read “Crash Course in Rhetorical Appeals” on *CA*; Watch “Business Writing Strategies” sections 5, 6, and 8 on *CA*

- ❖ R 13 Feb.: Rhetoric and Persuasive Messages; **Reading Quiz 6**

HW: Read Ch. 5 “Short Workplace Messages and Digital Media” in *EBC* pp. 114-134; Read “Amazon Diversity Policy” and “PSU Diversity Policy” on *CA*

WEEK 6

- ❖ T 18 Feb.: Writing for Digital Audiences/Spaces; **Reading Quiz 7**

HW: Read Ch. 12 “Business Presentations” in *EBC* pp. 362-384; Read “3 Tricks to Get People to Actually Listen to Your Presentation” on *CA*; Watch “Designing a Presentation” on *CA*

- ❖ R 20 Feb.: Review and Sign Up for OPR; Planning and Giving Effective Presentations; **Reading Quiz 8**

HW: BC Draft

WEEK 7

- ❖ T 25 Feb.: BC Peer Review

HW: **Business Messages; Oral Progress Reports**

Due: BC Draft

- ❖ R 27 Feb.: **Oral Progress Reports**

Due: **Business Correspondence**

WEEK 8

- ❖ T 3 Mar.: **Oral Progress Reports**

- ❖ R 5 Mar.: **Oral Progress Reports**

HW: Read Ch. 11 “Professionalism at Work” and Ch. 13 “The Job Search, Resumes, and Cover Messages” in *EBC* pp. 326-349 and 398-408; Read “Career Coaches on the Biggest Mistakes People Make in the Job Search” on *CA*

WEEK 9

- ❖ T 10 Mar.: *Spring Break—No Classes*

- ❖ R 12 Mar.: *Spring Break—No Classes*

WEEK 10

- ❖ T 17 Mar.: Introduce JAD; Searching for Jobs

HW: Read Ch. 13 “The Job Search, Resumes, and Cover Messages” in *EBC* pp. 409-432; Read “SmileShop Manager at SmileDirectClub” on *CA*; Watch “Designing a Resume” sections 1, 2, 3, and 5

- ❖ R 19 Mar.: Generic Resumes; Critically Reading Job Ads; **Reading Quiz 9**

HW: Read “Guidelines for Resumes and Application Letters” and “After 20 Years of Hiring, I refuse to Look at Resumes that have this Common yet Outdated Section” on *CA*; Watch “Writing a Resume” sections 1, 2, 3, and 4 on *CA*

WEEK 11

- ❖ T 24 Mar.: Tailoring Targeted Resumes

HW: Read “How a Tenacious Summer Analyst Applicant Got Laughed at by Goldman, Morgan, and Everyone Else on Wall Street” and “How to Write the Perfect LinkedIn Summary” on *CA*

- ❖ R 26 Mar.: Writing and Tailoring Application Letters

HW: Read “JAD Samples 1-3” on CA

WEEK 12

- ❖ T 31 Mar.: Analyze Student JAD Samples; Personal Branding

HW: JAD Draft; Read “Formal or Informal Reports” on CA

- ❖ R 2 Apr.: *Phillip is out of town—No Class*

WEEK 13

- ❖ T 7 Apr.: Review FAR; JAD Peer Review

HW: **Job Application Documents**; Read Ch. 10 “Proposals and Formal Reports” in *EBC* pp. 285-303; Read “FAR Samples 1-2” on CA; Watch “Writing a Business Report” sections Writing the Introduction-Writing the Ending on CA

Due: JAD Draft

- ❖ R 9 Apr.: Writing an Effective Formal Report; Analyze Student FAR Samples

HW: Read Ch. 10 “Understanding Formal Report Components” in *EBC* pp. 308-312; Read “Content Elements for Reports and Proposals” on CA; Watch “Writing a Business Report” sections Writing the Cover or Title Page-Writing the Executive Summary on CA

Due: **Job Application Documents**

WEEK 14

- ❖ T 14 Apr.: Prefatory and Supplemental Materials; **Reading Quiz 10**

HW: Read Ch. 10 “Incorporating Meaningful Visual Aids and Graphics” in *EBC* pp. 303-308; Watch “Understanding the PARC System” and “Introduction to Color” on CA

- ❖ R 16 Apr.: The PARC System; Incorporating Figures, Infographics, and Formatting

HW: Read “Credit Suisse Report on Global Wealth 2011” on CA

WEEK 15

- ❖ T 21 Apr.: Analyze A Professional Sample Report

HW: FAR body with images

- ❖ R 23 Apr.: FAR Peer Review—body with images

HW: FAR prefatory materials

Due: FAR Body Draft

WEEK 16

- ❖ T 28 Apr.: FAR Peer Review—prefatory materials

HW: FAR full report draft

Due: FAR Prefatory Materials Draft

- ❖ R 30 Apr.: FAR Peer Review—full report

HW: **Formal Analytical Report**

Due: FAR Full Draft

- ❖ M 4 May:

Due: **Formal Analytical Report, due before 11:59AM**