

Please wear a mask in this class. We are still in the midst of a global pandemic, and we want to be good Penn Staters who don't infect one another.

## ENGLISH 202D: BUSINESS WRITING

Instructor: Phillip Zapkin  
 Email: [pzz17@psu.edu](mailto:pzz17@psu.edu)

Office Location: Burrowes 017  
 Office Hours: TuTh 3:10-4:10PM in-person, W 1-2PM on Zoom  
 Spring 2022

~Section 029: TuTh 9:05-10:20AM

Willard Building 071

~Section 035: TuTh 10:35-11:50AM

Sparks Building 002

~Section 042: TuTh 1:35-2:50PM

Osmond Lab 216



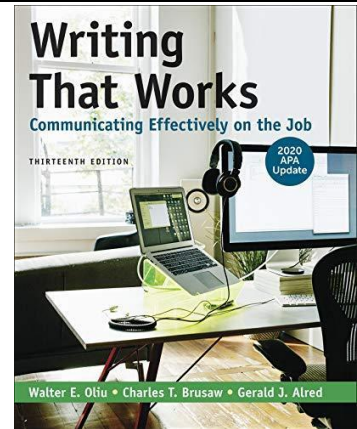
**"In response to your request for better communications, I'm going to increase my lengthy explanations by 50%."**

### 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.

### REQUIRED TEXTBOOK

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Communicating Effectively on the Job*. 13<sup>th</sup> ed., Bedford/St. Martin's, 2020. ISBN: 978-1-319-36152-5.



### COURSE REQUIREMENTS AND GRADING

Project	Grade Weight
Topic Approval Proposal (TAP)	10%
Correspondence Packet (CP)	15%
Job Application Documents (JAD)	20%
Document Design (DD)	15%
Funding Request Pitch (FRP)	15%
Peer Reviews	15%
Participation	10%
<b>Total</b>	<b>100%</b>

\*\*\*You must hand in all major projects to pass this course\*\*\*

- Each project will have a detailed assignment sheet available on Canvas, which we will discuss in class.
- Submitting a project or assignment after the specified deadline will result in the loss of one full letter grade per late day.
- Each project (except the FRP) will be peer reviewed and you will review a partner's draft before the submission deadline. Use the feedback you get to improve your 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.

### ~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.

### 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

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#### 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 a letter from 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.
  - Quarantining for Covid-19 will count as an excused absence.
- 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 the Useful Links page on Canvas).
- 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.

#### EDUCATION EQUITY: AFFIRMATIVE ACTION

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 Affirmative Action webpage

(<https://affirmativeaction.psu.edu/>).

#### 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](http://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](http://equity.psu.edu/student-disability-resources/disability-coordinator)). For further information, please visit the Student Disability Resources website at [equity.psu.edu/sdr](http://equity.psu.edu/sdr).

#### 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/](http://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.

#### MASK POLICY

Penn State University requires everyone to wear a face mask in all university buildings, including classrooms, regardless of vaccination status. **ALL STUDENTS MUST** wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule.

## LAND ACKNOWLEDGEMENT STATEMENT

The Pennsylvania State University campuses are located on the original homelands of the Erie, Haudenosaunee (Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora), Lenape (Delaware Nation, Delaware Tribe, Stockbridge-Munsee), Shawnee (Absentee, Eastern, and Oklahoma), Susquehannock, and Wahzhazhe (Osage) Nations. As a land grant institution, we acknowledge and honor the traditional caretakers of these lands and strive to understand and model their responsible stewardship. We also acknowledge the longer history of these lands and our place in that history.

## COURSE SCHEDULE

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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: *WTW*=*Writing that Works*, CA=Canvas, *LIL*=LinkedIn Learning

### WEEK 1

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#### ❖ Tues. 11 Jan.: Introducing Ourselves; Introducing English 202D

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- Homework for Next Class:
    - Read Syllabus
    - On CA, read:
      - Topic Approval Proposal Assignment Sheet
      - Funding Request Pitch Assignment Sheet
    - On CA, watch:
      - “5 Key Principles for Business Writing”
      - “Brainstorming”
      - “Logging in to LinkedIn Learning”
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#### ❖ Thurs. 13 Jan.: Discuss the Syllabus; Introduce TAP; Key Principles of Business Writing; Finding a Group; Brainstorming Potential TAP Topics

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- Homework for Next Class:
    - In *WTW*, read:
      - “Writing Systematically” pp. 4-13
      - “Writing Persuasively” pp. 21-29
      - “Keeping Your Audience in Mind” pp. 42-43
    - On CA, watch:
      - “Audience Awareness”
      - *LIL*: “Determining the Three Elements of a Strong Purpose”
      - *LIL*: “Designing the Content of Your Message”
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### WEEK 2

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#### ❖ Tues. 18 Jan.: Planning Business Messages; Anticipating Readers’ Needs

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- Homework for Next Class:
  - In *WTW*, read:
    - “Planning and Writing Proposals” pp. 403-408
    - “Collaborating on Content” pp. 75-88
  - On CA, watch:

- *LIL*: “Making Your Writing Concise”
- *LIL*: “Making Your Writing Conversational”

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❖ Thurs. 20 Jan.: Drafting Effective Proposals

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- Homework for Next Class:
  - In *WTW*, read:
    - “Conducting Research” pp. 94-129
    - “Designing Letters” pp. 263-268
  - On CA, read:
    - “Formatting A Business Letter Sample”
    - TAP Samples 1-3
  - On CA, watch:
    - “Formatting a Business Letter”

WEEK 3

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❖ Tues. 25 Jan.: Business Letter Formatting; Analyze Student TAP Samples

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- Homework for Next Class:
  - TAP Peer Review Draft
  - In *WTW*, read:
    - “Revising a Document” pp. 46-48
    - “Proofreading” pp. 61-62
  - On CA, read:
    - “Revision Strategies”
  - On CA, watch:
    - “Peer Reviewing”
    - “Grading and Standards”
    - “Submitting a Project and Downloading Feedback”

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❖ Thurs. 27 Jan.: TAP Peer Review

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- **Due Today:**
  - Before Class: TAP Peer Review Draft
  - By 11:59PM ET: TAP Peer Review Feedback
- Homework for Next Class:
  - By 11:59PM ET: **Topic Approval Proposal**
  - On CA, read:
    - Correspondence Packet Assignment Sheet
  - In *WTW*, read:
    - “Routine and Positive Messages” pp. 277-287
  - On CA, watch:
    - “Positive/Neutral Messages”
    - *LIL*: “Presenting Information”

WEEK 4

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❖ Tues. 1 Feb.: Introduce CP; Writing Positive and Neutral Messages

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- **Due Today:**
  - By 11:59PM ET: **Topic Approval Proposal**

- Homework for Next Class:
  - In *WTW*, read:
    - “Sensitive and Negative Messages” pp. 287-298
  - On CA, read:
    - “Jack Dorsey’s Layoff Letter to Twitter’s Staff”
    - “Microsoft Just Laid Off Thousands of Employees with a Hilariously Bad Memo”
    - “Target Email”
  - On CA, watch:
    - “Negative Messages and Bad News”
    - “Direct vs. Indirect Rhetoric”
    - *LIL*: “Presenting Bad News”

❖ Thurs. 3 Feb.: Writing and Analyzing Negative Messages

- Homework for Next Class:
  - In *WTW*, read:
    - “Writing Emails, Memos, and Letters” pp. 243-264
  - On CA, read:
    - “Crash Course in Rhetorical Appeals”
  - On CA, watch:
    - “Rhetorical Appeals”
    - “The AIDA System”
    - “Formatting a Memo”
    - “Writing a Professional Email”

WEEK 5

❖ Tues. 8 Feb.: Rhetoric and Persuasive Messages; Formatting Memos and Emails

- Homework for Next Class:
  - CP Peer Review Draft

❖ Thurs. 10 Feb.: CP Peer Review

- **Due Today:**
  - Before Class: CP Peer Review Draft
  - By 11:59PM ET: CP Peer Review Feedback
- Homework for Next Class:
  - By 11:59PM ET: **Correspondence Packet**
  - On CA, read:
    - Job Application Documents Assignment Sheet
    - “Career Coaches on the Biggest Mistakes People Make in the Job Search”
  - In *WTW*, read:
    - “Conducting the Job Search” pp. 497-505
  - On CA, watch:
    - “Searching for Jobs”
    - *LIL*: “Find the Right Job Posting”

## WEEK 6

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### ❖ Tues. 15 Feb.: Introduce JAD; Searching for Jobs

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- **Due Today:**
  - By 11:59PM ET: **Correspondence Packet**
- Homework for Next Class:
  - In *WTW*, read:
    - “Preparing and Effective Resume” pp. 505-533
  - On CA, read:
    - JAD Samples 1-3
    - “Guidelines for Resumes and Application Letters”
  - On CA, watch:
    - “Critically Reading Job Ads”
    - “Generic Resume Design”
    - *LIL*: Chapter 2—“Customizing the Basic Resume Components” (4 videos)

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### ❖ Thurs. 17 Feb.: Generic Resumes; Critically Reading Job Ads; Analyze Student JAD Samples

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- Homework for Next Class:
  - In *WTW*, read:
    - “Promoting Your Skills for a Successful Job Search” pp. 492-497
  - On CA, watch:
    - “Tailoring Targeted Resumes”
    - “Personal Branding”
    - “Demographic Information in Job Applications”
    - *LIL*: Chapter 3—“Upgrading Your Resume” (3 videos)
    - *LIL*: Chapter 1—“Personal Branding Basics” (4 videos)

## WEEK 7

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### ❖ Tues. 22 Feb.: Tailoring Targeted Resumes; Personal Branding

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- Homework for Next Class:
  - In *WTW*, read:
    - “Writing an Effective Letter of Application” pp. 533-539
  - On CA, read:
    - “How a Tenacious Summer Analyst Applicant Got Laughed at by Goldman, Morgan, and Everyone Else on Wall Street”
    - “More Help for Your Resumes and Application Letters”
  - On CA, watch:
    - “Writing and Tailoring Application Letters”

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### ❖ Thurs. 24 Feb.: Writing and Tailoring Application Letters

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- Homework for Next Class:
  - JAD Peer Review Draft
  - In *WTW*, read:
    - “Completing a Job or an Internship Application Form” pp. 540-542

WEEK 8

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❖ Tues. 1 Mar.: JAD Peer Review

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- **Due Today:**
  - Before Class: JAD Peer Review Draft
  - By 11:59PM ET: JAD Peer Review Feedback
- Homework for Next Class:
  - By 11:59PM ET: **Job Application Documents**
  - In *WTW* read:
    - “Doing Well in the Interview” pp. 543-548
    - “Sending Follow-Up Correspondence” pp. 548-551
  - On CA, watch:
    - “Succeeding in an Interview”
    - *LIL*: “How to Rock a Job Interview” (whole course)

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❖ Thurs. 3 Mar.: Job Interviews

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- **Due Today:**
  - By 11:59PM ET: **Job Application Documents**
- Homework for Next Class:
  - On CA, read:
    - Document Design Assignment Sheet
  - In *WTW*, read:
    - “Understanding Design Principles” pp. 154-155
    - “Designing Documents” pp. 155-163
  - On CA, watch:
    - “Serif and Sans Serif Fonts”
    - *LIL*: “Understanding the PARC System”
    - *LIL*: “Understanding the Importance of Type”
    - *LIL*: “Understanding the Importance of Color”

WEEK 9

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❖ Tues. 8 Mar.: *Spring Break, No Class*

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❖ Thurs. 10 Mar.: *Spring Break, No Class*

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WEEK 10

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❖ Tues. 15 Mar.: Introduce DD; Basics of Visual Rhetoric (Still Images)

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- Homework for Next Class:
  - In *WTW*, read:
    - “Creating Visuals” pp. 163-200

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❖ Thurs. 17 Mar.: *Meet in Pattee Library Media Commons; Visual Design Using Adobe Spark*

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- Homework for Next Class:
  - On CA, watch:
    - “No.5 The Film—Chanel Fragrance”
    - “Wild Animal Jeep Liberty TV Commercial HD”
    - “ZzzQuil – OTC Sleep Aid Commercial”



## WEEK 11

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❖ Tues. 22 Mar.: Basics of Visual Rhetoric (Video); Analyze Commercials

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❖ Thurs. 24 Mar.: *Phillip Out of Town, Meet in Pattee Library Media Commons*; Video Editing

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- Homework for Next Class:
  - In *WTW*, read:
    - “Writing in an Online Environment” pp. 205-234
  - On CA, watch:
    - “Writing for Digital Spaces”

## WEEK 12

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❖ Tues. 29 Mar.: Composing for Digital Audiences/Spaces

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- Homework for Next Class:
    - DD Peer Review Draft
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❖ Thurs. 31 Mar.: DD Peer Review

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- **Due Today:**
  - Before Class: DD Peer Review Draft
  - By 11:59PM ET: DD Peer Review Feedback
- Homework for Next Class:
  - By 11:59PM ET: **Document Design**
  - On CA, reread:
    - Funding Request Pitch Assignment Sheet
  - In *WTW*, read:
    - “Writing Informal Reports” pp. 313-331
  - On CA, watch:
    - “Synthesizing Researched Sources”

## WEEK 13

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❖ Tues. 5 Apr.: Introduce FRP; Informal Reports

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- **Due Today:**
    - By 11:59PM ET: **Document Design**
  - Homework for Next Class:
    - In *WTW*, read:
      - “Preparing and Delivering Presentations” pp. 453-474
    - On CA, watch:
      - “Academic Presentations”
      - *LIL*: Chapter 1—“Preparation” (8 videos)
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❖ Thurs. 7 Apr.: Giving A Presentation; Crash Course in Public Speaking

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- Homework for Next Class:
  - In *WTW*, read:
    - “Conducting Productive Meetings” pp. 477-486
  - On CA, watch:
    - “Designing a Powerpoint Presentation”
    - *LIL*: “Meeting Facilitation” (whole course)

WEEK 14

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❖ Tues. 12 Apr.: Running A Meeting; Designing A Powerpoint Presentation

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- Homework for Next Class:
    - On CA, watch:
      - “The Best Pitch Ever! The Best of Shark Tank”
      - “Shark Tank / Fairy Shoes / Worst Pitch Ever”
      - *LIL*: Chapter 3—“During the Presentation” (14 videos)
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❖ Thurs. 14 Apr.: Analyzing *Shark Tank* Pitches

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- Homework for Next Class:
  - In *WTW*, read:
    - “Listening” pp. 474-476
  - On CA, watch:
    - “Active Listening”
    - *LIL*: Chapter 4—“Active Listening” (3 videos)

WEEK 15

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❖ Tues. 19 Apr.: Critical Listening; Responding to Q&As

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❖ Thurs. 21 Apr.: *Optional Class*; FRP Practice

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WEEK 16

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❖ Tues. 26 Apr.: Funding Request Pitches

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- Homework for Next Class:
    - By 11:59PM ET: **FRP Visuals**
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❖ Thurs. 28 Apr.: Funding Request Pitches, cont.

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- **Due Today:**
  - By 11:59PM ET: **FRP Visuals**
- Homework for Next Class:
  - By 11:59PM ET: FRP Funding Awards

WEEK 17

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❖ Mon. 2 May: FRP Funding Awards

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- **Due Today:** By 11:59PM ET: **FRP Funding Awards**