

**English 227 – Professional Writing Accelerated Syllabus**  
**DeVry University, Prof. Perkins**

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**Professor:** Prof. Perkins

**Office Location:** Academics— Office #15

**Website:** <http://kareyperkins.com>

**Prerequisite:** English 135

**E-Mail Address:** [karey1@charter.net](mailto:karey1@charter.net)

**\*NOTE:** Put ENGL 227 in subject line

**Textbook:** Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. Upper Saddle River, New Jersey: Pearson, 2005.

**Resources:** Active e-mail account

Access to the following website: <http://myphlip.pearsoncmg.com/index.cfm?vmode=3>

**Websites:** My website for this course, with syllabus and handouts, is located at:

<http://kareyperkins.com/classes/227>

APA Research and Documentation

<http://kareyperkins.com/classes/227> (bottom of web page)

Basic writing information:

<http://kareyperkins.com/classes/112>

**Course Description:** This course extends composition principles to writing in a general career context. Through a process-oriented approach, students learn to create effective reports and correspondence. Major emphasis is given to the principles of professional writing in common applications that also reflect the needs of intercultural communication and effective oral reporting. Common electronic tools are used to support report development and transmission. Prerequisite: ENGL-112/4-4

**Grades:**

**Memo** 12.5%

(Draft due Week 2, Final due Week 3)

<http://kareyperkins.com/classes/227/227memotopics.pdf>

**Letter** 12.5%

(Draft due Week 2, Final due Week 3)

<http://kareyperkins.com/classes/227/227letterassignment.pdf>

**White Paper (Technical Report)** 25%

(Draft due Week 4, Final due Week 5)

<http://kareyperkins.com/classes/227/227whitepaperassignment.pdf>

**Sales Proposal (Formal Report)** 25%

(Draft due Week 6, Final due Week 7)

<http://kareyperkins.com/classes/227/227proposalassignment.pdf>

**Sales Presentation** 10%

(Week 8)

<http://kareyperkins.com/classes/227/227presentationeval.pdf>

**Threaded Discussions/Participation** 15%

(Includes online posting and in class preparation and peer reviewing)

<http://www.devryu.net>

**Submission Format:** All work **must** be submitted in a TWO-POCKET FOLDER, three- hole punched and *fastened* in the “tongs,” with your final draft on top (first – whatever you want me to grade should be first in the folder), followed by your *turnitin.com report*, and your rough drafts and peer reviews of your paper. *Copies of all sources used must be included (last two papers) with quoted/paraphrased material highlighted in the source, or your paper will not be accepted.*

**TURNITIN.COM REPORT:** All submitted essays must include a turnitin.com report of 0% match or they will be rejected for plagiarism. A small percentage (less than 10%) due to common phrase matching may be accepted on a case-by-case basis. Go to turnitin.com, and enter your ID and password to submit each paper. Class ID: \_\_\_\_\_ Password: writing

**Research and Documentation:** You should have taken English 135 (or other class teaching research and documentation) before this class. Your last two papers will be researched with 3-5 academic sources and must be formatted APA STYLE using IN-TEXT CITATIONS and including a REFERENCES page. They will not be accepted unless formatted correctly. Highlight on your source copies the quotes and paraphrases used in your paper.

### **Threaded Discussions and Grading**

- Threaded Discussions are very important and make up for the time that accelerated classes lose
- You do work at home and on-line that we would have done in class.
- Threaded Discussions are REQUIRED and worth a significant portion of your grade; if you don't do them you may drop a letter grade or more.
- Threaded Discussion must be completed by midnight of the due date (\_\_\_\_\_) of the week assigned or they will not count.
- Threaded Discussions must include both your posting of your work and your response to a peer's comments or work.
- Threaded Discussions must be printed out with YOUR comments and responses expanded, and placed in your daily work portfolio and turned in at the end of the semester. Date must be visible.
- GRADING of threaded discussions is as follows:
  - A = Completely answered the questions and/or posted full rough draft and/or did the assignment thoroughly, and responded insightfully and at length to peers' work with good constructive critical feedback.
  - B = Answered questions and did assignment adequately – posted completed writing and responded to all peers' work with thoughtful remarks and something that peers could use to revise.
  - C = Missing some aspect of the on-line discussions but responded some. Assignment/outline not completed or responses not helpful.
  - D = Seriously lacking and inadequate responses to peers or lack of posting one's essay/outline/other.
  - F = Only one sentence or less in response to peers/assignment.
  - 0 = No posting

### **Class Outline:**

#### **Week One:**

Basics of Good Writing discussed

<http://kareyperkins.com/classes/227/227goodwriting.pdf>

Introduction to Professional Writing and Page Design

<http://kareyperkins.com/classes/227/227pagedesign.pdf>

<http://kareyperkins.com/classes/227/227audience.pdf>

Classwork #1 assignment given (**Extra Credit**)

<http://kareyperkins.com/classes/227/227classwork1.pdf>

Memos and Letters discussed

<http://kareyperkins.com/classes/227/227letters.pdf>

<http://kareyperkins.com/classes/227/227memotopics.pdf>

<http://kareyperkins.com/classes/227/227letterassignment.pdf>

Bad news/good news messages

E-mail vs. written messages

**HOMEWORK:** Read chapters 1-3, 7-9  
Write Rough Draft of Memo and Letter;  
Post memo/letter on-line and respond to a peer's work (**TD**)  
Classwork #1 assignment (**XC**)

***Week Two:***

**DUE: Rough draft of Memo and Letter**

Discuss results of classwork #1  
Memos and Letters continued  
Peer review/in-class work on memos and letters (**DW**)  
**HOMEWORK:** Revise your memo and letter for final submission  
Post revisions on-line and respond to a peer's work (**TD**)

***Week Three:***

**DUE: Memo and Letter Final Draft**

Formal Reports discussed: Formal definition, description, classification, comparison.  
White Paper discussed  
<http://kareyperkins.com/classes/227/227whitepaperassignment.pdf>  
Research Methods, Documentation, APA style discussed  
<http://kareyperkins.com/classes/227/> (scroll to bottom)  
Come prepared to develop WP topic's formal definition, significance statement , audience analysis and source notations in class.

**HOMEWORK:** Write White Paper rough draft;  
Post WP on-line and respond to a peer's work (**TD**)  
Read chapters 10-12

***Week Four***

**DUE: White Paper Rough Draft**

Peer Review and revise White Paper (**DW**)  
Graphics

**HOMEWORK:**  
Post revisions of white paper and respond to a peer's work (**TD**)  
Read chapters 6 & 11 (pp. 363-378) and 13 (pp. 455-468).

***Week Five***

**DUE: Final White Paper**

Discuss how to write a formal report/sales proposal  
<http://kareyperkins.com/classes/227/227proposalassignment.pdf>

**HOMEWORK:**  
Read chapters 10-12, Appendix A.. Promotional writing/ persuasive messages.  
Post proposal outline (**TD**)

***Week Six***

**DUE: Bring sales proposal rough draft, outline and resources to class**

Proposals, consultative selling, performing a needs assessment.  
Sales proposals, recommendations, feasibility studies.  
In-class work on proposal (**DW**)

**HOMEWORK:**

Read pp. 151-155, chapters 10-12, Appendix A. Promotional writing/ persuasive messages.  
Write and post proposal rough draft on-line; respond to a peer's work (TD)  
Rewrite Sales Proposal for final submission next class

**Week Seven****DUE: Sales Proposal Final Draft**

Peer review and in-class work on proposal (DW)

Constructing a competitive analysis. Internet as a marketing/sales communication tool (pp. 151-155). Oral sales presentations (ch. 13).

**HOMEWORK:**

Post proposal rough draft on-line; respond to a peer's work (TD)

**Week Eight****DUE: Sales Proposal Presentations**

<http://kareyperkins.com/classes/227/227presentationeval.pdf>

**Course Guidelines**

- **LATE WORK:** Late Homework/Daily Work Assignments can NOT be made up (thesis & outlines, peer review of rough drafts, journals, in-class activities). Major assignments are accepted late; they will be reduced ten points for each DAY (not class meeting) they are late.
- **Attendance:** Because we accomplish so much during each class period, it is vital that you arrive on time and attend all class sessions. Missing just one class will set you behind because of the heavy workload. Missing two classes will automatically drop you from the class. If you have to miss a class, you are responsible for getting assignments, handouts, etc. from a classmate.
- **Academic Integrity:** As a student, you are expected to read, understand, and follow the procedures and rules of conduct as stated in the *DeVry/Atlanta Institute of Technology Student Handbook*. You are expected to adhere to the Student Academic Integrity Policy. Plagiarism is covered in the handbook, and includes improper paraphrasing, copying, and/or lack of proper documentation of sources. Keep in mind that all writing submitted to me must be written by you for this class. Any time you borrow an idea or passage from an outside source (newspaper, book, TV show, friend, relative, etc.) without giving that source credit (quotations or citations), you have plagiarized. If you let a fellow student borrow from your work or copy your essay then you are guilty of plagiarism, too. Please see the handbook for DeVry's policies.
- **Learning Needs:** If you have a diagnosed handicap or learning disability or if you feel you need special assistance, please notify your instructor and Robin Andrews in Student Services. This diagnosis must be official documentation from your high school or your physician stating the nature of your condition and anything this institution should provide. This will be done discreetly. However, in order for you to receive accommodations, you must let us know how we may help you.
- **Tutoring:** Tutoring services are free, and you can receive individualized instruction in writing skills to supplement the course, and to focus on improving your weak areas.

**Terminal Course Objectives:**

1. Given the task of selling a product or service such as cellular phone service or computer software or hardware, use techniques for audience analysis, including evaluation of customer attitudes and level of knowledge that will assist with the successful delivery of the message.
2. Given the need to determine the best way to transmit a difficult or controversial message, such as a request for an emergency leave, a staffing cutback, or a challenge to questionable use of copyrighted material, evaluate the effectiveness of a hard copy message vs. an electronic method of communication such as e-mail or instant messaging, select the most appropriate delivery means for the message, and deliver it effectively.
3. Given the need to create a good news or routine announcement, such as a new procedure for filing expense reports or conveying a holiday schedule, gather information and select relevant content to write a memo that meets the need efficiently and effectively.
4. Given a typical business situation requiring research and analysis, such as responding to a letter of complaint about a malfunctioning piece of equipment or protesting denial of an insurance claim, write an effective letter addressing the problem.
5. Given a business task, such as evaluating an employee incentive program or redesigning an office layout, apply a process-oriented approach to writing a short analytical report reflective of professional writing standards and practices.
6. Given the need to analyze a problem, issue, or situation, such as recommending a new advertising agency for an organization or proposing an upgrade of a local area network, apply a process-oriented approach to writing a formal report effectively presenting the recommendations.
7. Given the need to collaborate in a writing project, such as revising a company mission statement, a workplace dress code, or a corporate attendance policy, apply principles of interpersonal communication and conflict resolution, along with well-developed writing skills, to create an effective document.
8. Given a need to create a visual aid, such as a table that compares the costs of three wireless phone systems or a Gantt chart showing the implementation of a local area network, apply effective design principles to create a graphic representation that is correct, clear, and easy to understand.
9. Given a typical business situation requiring visual aids to be incorporated into a document, such as a technical description or a set of instructions, integrate visual aids to effectively supplement the text.
10. Given the need to create an effective sales presentation in a context that includes people of different cultures, apply an understanding of the relevant cultural attitudes, values, and behaviors to create an effective sales letter or oral presentation that helps establish or maintain goodwill.
11. Given a need to deliver a routine message, such as a meeting announcement or a request for a status report, use e-mail or instant messaging technology to compose and deliver the message effectively.
12. Given the need to announce a business change, such as the opening of a new plant, apply good document design features, including the selection of typeface and the use of white space and color, to create an effective document, such as a flier, newsletter, brochure, or sales letter, for an external audience.

### **General Education Competencies:**

As an institution of higher education, DeVry University integrates strong general education with a basic emphasis on specialty studies. Students acquire and strengthen essential skills and concepts from each of the general education course areas.

General education competencies expected from a DeVry education include the following:

Communicate clearly with particular audiences for particular purposes.

1. Work collaboratively to help achieve individual and group goals.
2. Apply critical thinking skills in learning, conducting applied research, and defining and solving problems.
3. Develop tolerance of ambiguity and mature judgment in exploring intellectual issues.
4. Build an intellectual curiosity with fundamental concepts and methods of inquiry from the sciences, social sciences, and humanities to support life-long learning.
5. Apply mathematical principles and concepts to problem solving and logical reasoning.
6. Use study and direct experience of the humanities and social sciences to develop a clear perspective of the breadth and diversity, as well as the commonality, of human experience.
7. Connect general education to the ethical dimensions of issues and to responsible, thoughtful citizenship in a democratic society.

Specific competencies found in English 227, Professional Writing are 1, 2, and 3.