

Course	WRIT 2090 Writing in the Workplace	Fall 1 2009
Instructor	Name: Doug Moore Phone: 816-331-8888 Email:	
Course Description	Students will improve overall communication skills while learning the basic forms and conventions of workplace writing. Assignments will include memos and letters responding to a variety of rhetorical situations (e.g., informative, persuasive, negative), job application letters and resumes, a short report, and an oral presentation. The course will emphasize the planning and drafting process and include peer response workshops.	
Incoming Competencies (Prerequisites)	Student should be admitted to the Webster University BA/BS program.	
Course Objectives	<ul style="list-style-type: none"> • Define and write college-level acceptable paragraph, expository or other, with topic sentence clearly defined. • Develop varying paragraph organization: specific to general, general to specific, comparison-contrast, cause-effect, etc. • Write college-level acceptable (and “real-world” acceptable) business documents (letters, memos, reports, instruction manuals, etc.) giving purpose in terms of measurable terminal objectives for reader. • Produce clear, properly-designed sentences, with proper spelling, grammar and punctuation. • Explain general rules of punctuation. • List at least twenty common errors in writing and spelling together with the corrections for each. • Demonstrate good diction (word selection) in writing, will be able to explain meaning and the meaning of meaning (basic), denotation and connotation, slang, jargon, colloquialism, regionalism, etc., will be able to identify and give examples of each, together with clichés, both old and current, fads and trendisms, etc. • Use a dictionary effectively, explain and apply so-called “standard English” and will develop a practical philosophy of language usage. • Write cogent and coherent summaries of articles or essays after reading. • List and define the nine parts of speech, and explain correctly-and with examples-how each is used in a sentence. • Define figure of speech, name and define at least five examples, and explain and demonstrate such in speaking and writing. • Spell correctly (in tests and papers); approximately 100 commonly misspelled American English words. 	
Course Materials	<u>Business and Administrative Communication</u> by Locker, 7 th edition, McGraw Hill/Irwin, ISBN 0072964464.	

Revising Business Prose by Lanham, 4th edition, Allyn and Bacon Publishing, ISBN 0205309445.

The Elements of Style by Strunk (available in Administration Office, see Cindy)

Text editions are subject to change. Please refer to MBS Direct as to correct/current edition.

Text(s) may be obtained from MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net. Checks and credit cards accepted.

Course Grading

Student's choice of subject-matter or personal philosophical approach to a topic will not affect grading. Except for any specifically assigned topic, the instructor is far less concerned with what you write about than with HOW you write about it. Grading will be based on application of rules and principles learned in class, especially those covered in lectures, for which notes should be taken. Significant improvement throughout the semester is important. Other factors in grading will be attendance, (required at all sessions, valid emergencies accepted), attitude, observable substantial class participation, promptness and completeness of all writing and reading assignments, and performance on midterm and final exams.

Policy Statements

Academic Dishonesty: Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic Dishonesty is unacceptable and is subject to a disciplinary response. See page 29 of the Webster University 2005-2007 Graduate Catalog for a complete description. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

Note

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

Teaching-Learning Procedures

Lectures by instructor or occasional visitor; note-taking by students; discussion in class of written assignment homework; personal student-teacher conferences; tests, including occasional oral or written quizzes and a midterm and final exam. Exams utilize direct answer/definition items. There will be no multiple-choice, true-false, completion, or lengthy essay questions, and no machine-generated or machine-scored tests. There will be occasional films, tapes, or other AV aids to instruction. Attendance at all class sessions is a requirement. While the instructor does not automatically lower your grade because of your absences, usually you lower your own grade by missing and not knowing important lecture material. You are responsible for all material and on-time assignments despite any absence. Missing class is no excuse; tardies and absences are at your own peril.

Participation

We will be engaging in a number of in-class exercises and discussions, and your level of active involvement in these will in large part determine your participation grade. But keep in mind that participation doesn't mean just being vocal. Just a few insightful comments can go a long way. Conversely,

if you are vocal but consistently detract from the quality of the course for others, it will hurt your participation grade. Your goal should be to help yourself and your classmates become better thinkers and writers, and your participation should be targeted toward that goal.

<u>Week</u>	<u>Topic</u>
1	Introduction to course and each other. Go over basic principles of effective business communication (Ch 1 in Locker). Activity applying basic principles. Discuss writing process (Ch 5 in Locker). Write introductory memo (making sure to use proper memo format.)
2	Go over Chapters on You-Attitude and Audience (2 & 3). Activities applying principles from Ch 2 & 3. Go over Chapter 8: Positive/Informative Messages. Give Positive/Informative assignment.
3	P/I Messages. Go over Chapter 9: Persuasive Messages. Give Persuasive Message assignment. Complete rhetorical analysis of Persuasive Message and discuss.
4	Mid-term exam. Go over Chapter 7: Negative Messages. Give Negative Message assignment. Complete rhetorical analysis of Negative Message and discuss. Go over chapters on planning and writing reports; give report assignment.
5	Negative Messages. Go over chapter on writing reports; go over sample proposal. Go over chapter on resumes; give resume/letter assignment.
6	Letters. Go over chapters on page layout and using graphics (apply to reports). Go over chapter on giving oral presentations.
7	Discussion on short reports and presentations.
8	Short reports and oral presentations. Final exam.