

**Saint Mary's University of Minnesota  
Schools of Graduate and Professional Programs  
Apple Valley Site Location**

**Summer 2015  
Professional Writing  
CM 309 A/V  
3 Credits**

**Thursdays 5:00pm – 9:30 pm (May 7 – June 18)**

**Prerequisite:** College-level English Composition or equivalent

**Fernando Sánchez**

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Fernando is available for email consultations or personal meetings before class in the scheduled classroom, or by appointment. Expect responses to emails within 48 hours.

**Course Description**

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

**Student Learning Objectives**

Upon completion of this course, students are expected to be able to do the following:

1. Write effectively in various forms of professional writing
2. Demonstrate writing in a professional environment
3. Exhibit a professional voice and writing style
4. Effectively incorporate relevant research into professional writing
5. Understand and apply the writing process to diverse audiences and purposes
6. Effectively incorporate elements of professional document design into print and electronic documents
7. Employ professional revision and editing skills

**Blackboard Access**

Blackboard may be accessed from the SMU external website at [www.smumn.edu](http://www.smumn.edu) or from our Inside Pages at [www2.smumn.edu](http://www2.smumn.edu) or by entering the following URL in your browser:  
<http://courses.smumn.edu>

**Textbook(s)**

Oliu, W.E., Brusaw, C.T., & Alred, G.J. (2013). *Writing that works: Communicating effectively on the job*. (11th ed.). New York: St. Martin's Press. 978-1-4576-1113-1

Prentice, C. (2009). Introduction to the APA\* (6th ed.). PDF available on Blackboard site.

## Technical Support

For technical support, contact our help desk at

[tchelpdesk@smumn.edu](mailto:tchelpdesk@smumn.edu)

<http://www2.smumn.edu/helpdesk/>

612-728-5100; option 65

800-372-8176 x7800

x7800 on campus

## Topical Course Outline

Thurs	Reading Due	• Topics/activities	✓ Due in class
<b>5/7/15</b> <b>1</b>	<b>Chapters: Writing That Works</b> 1 (Audience...) 2 (Organizing...) 3 (Drafts)	<ul style="list-style-type: none"> <li>• Introduction to Professional Writing</li> <li>• Review writing process</li> <li>• Letters &amp; memos</li> <li>• Workshop/writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ In class writing</li> </ul>
<b>5/14/15</b> <b>2</b>	6 (Researching) 8 + 9 (Business Correspondence)	<ul style="list-style-type: none"> <li>• Revision strategies</li> <li>• Revision conference</li> <li>• Workshop: Audience and Purpose</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project Memo</li> </ul>
<b>5/21/15</b> <b>3</b>	10 (Reports) <b>AND</b> Introduction to APA by Saint Mary's Writing Center found here: <a href="http://www2.smumn.edu/deptpages/tcwrittingcenter/apa/apa_resources_files/IntroAPA_6th.pdf">http://www2.smumn.edu/deptpages/tcwrittingcenter/apa/apa_resources_files/IntroAPA_6th.pdf</a>	<ul style="list-style-type: none"> <li>• Introduction to reports</li> <li>• Report assignment</li> <li>• Documentation, APA</li> <li>• Topic discussion for reports</li> <li>• Research strategies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Annotated Bibliography</li> </ul>
<b>5/28/15</b> <b>4</b>	4 (Revising) 11 (Formal Reports)	<ul style="list-style-type: none"> <li>• Revision conference</li> <li>• Discuss citation and use of sources</li> <li>• Discuss proposals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rough draft Report</li> <li>✓ 3 copies of Inquiry Memo or Letter to me and peers</li> <li>✓ Response to Inquiry (emailed to writer and CCed to me) due no later than</li> </ul>

			Saturday at noon
<b>6/4/15</b> <b>5</b>	7 (Design)	Introduction to Proposals <ul style="list-style-type: none"> <li>• Workshop on Proposals</li> <li>• Proposal assignment</li> <li>• Discuss Proposal topics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Final draft Report</li> <li>✓ Transmittal Letter for Final Report</li> <li>✓ Copies of initial Inquiry and Response to Inquiry email</li> </ul>
<b>6/11/15</b> <b>6</b>	13 (Proposals)	<ul style="list-style-type: none"> <li>• Revision Conference</li> <li>• Discuss/workshop oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rough draft Proposal</li> <li>✓ 3 copies of Inquiry Memo/Letter to me and peers</li> <li>✓ Response to Inquiry (emailed to writer and CCed to me) due no later than Saturday at noon</li> </ul>
<b>6/18/15</b> <b>7</b>	14 (Presentations)	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Final draft Proposal</li> <li>✓ Transmittal Letter for Final Proposal</li> <li>✓ Copies of initial Inquiry and Response to Inquiry email</li> </ul>

### Teaching Methods

- Final draft papers will be evaluated upon how well they meet the stated requirements in the assignment handout, on the quality of the writing including task, coherence, logic, reasoning and correctness, which includes grammar, syntax, spelling and other aspects of effective language use (see table below). Evaluation standards will be discussed in class and an Evaluation Tool which explains the standards for each paper will be provided with the evaluated final draft. Grade attainment will be determined by the percentage of the total points (see overview for point totals for each assignment).
- Rough Draft papers will be worth a possible 25 points each. Peer conferences on rough drafts are an important part of the learning process in this class. Students should make these drafts as complete as possible.

- Late papers, drafts or finals, may lose points at the professor's discretion. A rough draft must be previously submitted to receive a grade on the final draft. A final draft is expected to show significant revisions from the rough draft in an effort to meet the writing problems that are identified in the peer review conference.
- Group work or other class work that is completed and turned in during a class session will be assigned points according to the task.
- Presentations will be worth a possible 25 points

### Synopsis of Assignments

- ☰ Correspondence **(100 points)**
  - ☰ Project Memo for Report **(20 points)**
  - ☰ Inquiry Letter or Memo for Report **(20 points)**
  - ☰ Response Email to Report Writer **(20 points)**
  - ☰ Inquiry Letter or Memo for Proposal **(20 points)**
  - ☰ Response Email to Proposal Writer **(20 points)**
- ☰ Annotated Bibliography **(150 points)**
- ☰ Research Report **(250 points)**
- ☰ Proposal **(350 points)**
- ☰ Report Rough Draft **(25 points)**
- ☰ Proposal Rough Draft **(25 points)**
- ☰ Presentation **(50 points)**
- ☰ in-class writing **(50 points; 5 @ 10pts each)**
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- ☰ **Total: 1000 points**

#### *Correspondence*

Throughout the course of your Report and Proposal projects, I will ask you to include memos, letters, and/or emails that communicate your purpose to your reader or to the writer of a piece. I will provide more context for each particular type of correspondence before the due date. (Objectives 1,2,3,4,5,6,7)

#### *Annotated Bibliography*

Before you begin writing your Report, I will ask you to submit an annotated bibliography for 3-4 of your sources. I will provide you with an assignment sheet for this portion of the project. (Objectives 1,4,5)

#### *Research Report*

The research report (5-6 pages) will be a tightly focused informational report that informs the reader about a problem or issue facing the organization. These issues can be internal, problems with structure or efficiency, or external, that are due to changes in the public, government, or technology. The research **topic** must be narrowly focused. Quality reports will define a problem or issue carefully and provide solid evidence to support its relevance and importance. All reports will use

at least 8 sources, and 4 of these must be from professional journals or similarly credible sources. All references will be properly cited with a bibliography in APA style. (Objectives 1,2,3,4,5,6,7)

### *Proposal*

We will write a formal proposal (6-10 pages) to actively respond to the problem you researched. Information from your research report will be used to create a solid “needs” analysis, and a clear, detailed and specific plan will be proposed to respond to the needs you identify. (Objectives 1,2,3,4,5,6,7)

### *Presentation*

Each student will prepare a presentation of their proposal (length will be 6-10 minutes, depending upon enrollment and time available). (Objectives 1,3,5,6)

### *In-class writing*

While most of our in-class work will consist of activities that should be completed for learning purposes, occasionally some work composed in the class will be graded upon completion. Each of these assignments will be distributed with a rubric and description as needed. Expect Five of these this semester. (Objectives 1,3,4,5,7)

Additionally, writing associated with revision planning or other analytical reflection may be requested during the term. Note that written assignments above may have various planning documents included to assist you in considering audience and purpose, focusing topics, or organizing research. Assignment handouts with detailed instructions will be provided.

## **Assessment of Student Performance/Grading Policies**

Grades		Expectations of papers in CM309 for grade achievement
A	95-100%	Polished, professional papers that meet and exceed all the requirements of the assignment. <b>A</b> papers must fully integrate all aspects of professional writing, show stylistic excellence, and have few, if any, proofreading errors.
A/B	90-94%	Papers that demonstrate a clear understanding and integration of writing principles for the assignment, show clarity of expression and command of style and format, though might need improvement in one or two areas to be fully effective.
B	85-89%	Papers that are clear and well organized, that demonstrate an understanding of the principles and formats, though need more work to put them together into a fully integrated whole.
B/C	80-84%	Papers that demonstrate a clear understanding of the basic principles and goals of the assignment, while needing to develop more skill in organization or language presentation, stylistic choices, coherence or proofreading.
C	75-79%	Papers that meet the basic assignment in all respects, showing understanding of the aims of the document and meeting the basic linguistic and organizational needs while requiring further development of organization, work on language skills, and/or a need for more complete detail or discussions.
C/D	70-74%	Papers that demonstrate some lack of understanding of the underlying communication needs of the document, not meeting all the basic requirements or needing work in multiple areas of organization, sentence structure or coherence, or lacking grammatical correctness.
D	60-69%	Papers that attempt, but do not meet the basic requirements of the assignment, demonstrate ineffective use of language, organization and

		coherence, and lack grammatical correctness.
F	>60%	Failure to provide a final draft, or work so disconnected from the assigned task(s) that it can be given no credit.

### Expectations of Students

- Students are expected to **attend all class sessions** and participate fully in workshops and discussions. Students who miss sessions are responsible for contacting the instructor (in advance if possible), and doing any make-up work assigned to compensate for the missed material. Your ability to meet the needs of each writing task may be compromised by missed class sessions. Missing more than one class will result in a drop of a letter grade; missing more than two courses will result in an automatic F.
- **Technology is essential** in the Professional Writing classroom. **Please bring laptops** to class. You may substitute tablets for laptops if you are burdened by this request.
- **Written work.** Drafts (rough and final) to be turned in will **always be typed** (computer printed), and always be neat, professional and carefully proofread.
- **Active participation** in peer review sessions, workshops, and other class activities is expected.
- **Backup all** your work. While hardware and software problems occur at times, it is your responsibility to prepare for this by making routine backups. Emailing yourself copies of your work as it progresses is a simple solution.
- **Due dates** are fixed and firm. All drafts must be completed by the due date, before class time, **with all necessary copies already made**. If you have difficulty meeting the deadline, contact me and we will discuss it. Extensions are possible, but only with permission. The course moves quickly. Incompletes are rarely given.
- **Conduct.** All students should review and understand the policies enumerated on pages 30-41 of the *Saint Mary's Catalog and Student Handbook*.
- **Academic Honesty.** Please review Saint Mary's policy "Academic Dishonesty" that is available from the Blackboard link "University Policies." All submitted work must be written in your own words, with contributions from other sources properly cited. We will discuss plagiarism and the correct use of sources in our class sessions. Plagiarism will be dealt with on a case by case basis. Ramifications of plagiarism may include failing the assignment and/or failing the course.

### Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. Please check your SMU email near the end of the course for a link to an online rating form that records responses anonymously.

### University Conduct and Academic Policies

See the course Blackboard site for a direct link to all University policies.

### Writing Center and Library Services

See the course Blackboard site for direct links to these departments.