Writing 214
Writing in the Workplace

This course meets OSU’s WR II Requirement and combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**Instructor:** Sam Schwartz, Ph.D.  
**E-mail:** schwarsa@oregonstate.edu  
**Office:** Moreland 300

**CRN & Section:**  
**Office Hours:** by appointment (campus or online)

**Required Learning Resources:**

**Text:** See Bookstore

**Software:**  
* Word processing and presentation (slide) software with audio capabilities  
* Save, post, submit .doc/docx; and/or PDF formats; .pages docs not allowed  
* Microsoft Office 365 is free to OSU students. You can download it here [http://main.oregonstate.edu/office-365](http://main.oregonstate.edu/office-365)  
* Microsoft Publisher (part of the Office 365 suite) is the best software for completing the final newsletter assignment.

**Hardware:** Regular access to a computer with a fast internet connection; audio and video capabilities

**Official Course Description:**
Continued practice in writing with an emphasis on the rhetorical and critical thinking demands of writers in business and industry. Bacc Core Course. This course meets OSU’s WR II requirement.

**Section Description:** As college students, you will soon enter a job market driven by new technologies, a changed economy, and the need to communicate with different audiences from all over the globe. The ability to write clearly and effectively for a wide range of purposes and audiences will be a vital skill in your future, regardless of your field of work. This course will develop your understanding of rhetoric, audience, and conventions to improve your communication skills; we will focus on the practical uses of clear and effective writing that can be applied to a variety of workplaces, not just those seen as business or industry.

*This course fulfills the following Baccalaureate Core requirement for the WR II category. It does this by following the “Outcomes Relative to Course Content” and “Assessment Methods” listed in the matrix below.*

- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
Apply critical thinking to writing and writing process, including revision

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<tr>
<th>Bacc Core Outcomes</th>
<th>Outcomes Relative to Course Content</th>
<th>Assessment Methods</th>
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<tr>
<td>Apply multiple theories, concepts, and techniques for creating and evaluating written communication</td>
<td>Students practice recognizing and deploying appropriate persuasive techniques in professional documents, including visual rhetoric and design. Students locate, evaluate, and create their own workplace documents that respond to different rhetorical situations.</td>
<td>Instructor assesses: low-stakes activities that critique and evaluate the persuasiveness of professional documents; assignments modeling workplace communication such as email and memo; and three larger projects such as resume and cover letter, a problem-solving research report, and newsletter.</td>
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<td>Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions</td>
<td>Students reflect on expectations from various professional audiences, incorporating cultural awareness into their reading of workplace documents and assessing documents’ appropriateness for certain audiences. Students receive instruction in conventions, practice adapting tone, language, and format given the audience and purposes of documents.</td>
<td>Instructor assesses: low-stakes activities that practice audience recognition; resume and cover letter for appropriateness given the audience of a potential employer; the research report for audience of supervisors; the newsletter for an audience of fellow employees.</td>
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<td>Apply critical thinking to writing and writing process, including revision</td>
<td>Students critique their own work and their peers’ in multiple submissions of formal and informal drafts, and collaborate to complete projects and to practice peer review and revision processes. Students integrate text and images from other sources into their own documents, and learn proper formats, conventions, and style guidelines for workplace documents.</td>
<td>Instructor assesses: low-stakes writing activities in paragraphing and formatting; participation in group assignments and peer review activities; engagement in self-reflective activities; collaborative work on the research report and newsletter projects; and development of drafts across all three major projects.</td>
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**WR 214 Course Specific Learning Outcomes in the following categories** state what students will do.

**Rhetorical Knowledge and Global Audiences**
- Demonstrate multi-cultural audience awareness in all workplace documents
- Create standard workplace documents which respond appropriately to different rhetorical situations
- Use appropriate formats and professional writing, including voice, tone, and level of formality.

**Critical Thinking, Reading, Research- Information Literacy, and Writing in the Workplace**
- Locate, read, evaluate, summarize, analyze, and synthesize appropriate documents
- Integrate text and images ethically and effectively; design effective page layouts.

**Writing Processes**
- Use multiple informal and formal drafts to produce a variety of professional documents
- Use revision to bring documents to their highest polished professional potential
- Collaborate in the writing process and workshop personal and peers’ works in typical workplace fashion

**Knowledge of and Skill Using Conventions**
- Use correct and professional syntax, grammar, word choice, punctuation, and spelling, etc.
NAVIGATING THIS ECAMPUS COURSE

Communication
Contacting the instructor: I will respond to emails no less than every 24 hours, except, on some occasions, over the weekend. For chat, I prefer using Gmail’s chat tool and/or its video chat capability. It’s very convenient and runs through your ONID email account. Students may have to enable the video function if it isn’t enabled. You can use “Ask Questions Here” forum for general questions. Be sure to subscribe to the forum so that you know when an answer is posted. If I don’t reply with a post quickly, please follow up with an email.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Management System: Canvas
This course will be delivered via the Canvas Learning Management system, where you will interact with our classmates and with your instructor. Within the course site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help. Remember, it is your responsibility to check Canvas regularly for announcements.

Online Weekly Discussion
A significant portion (10%) of your grade for this class depends on the regularity, quality, and quantity of online Weekly Discussion, which stimulates thinking with posts and replies. The weekly discussion has several purposes, including becoming familiar with various components of workplace writing. Due dates are visible on Canvas. They’ll almost always be on Wednesday and Saturday.

Submitting Assignments
Please see the separate schedule for specific due dates for this term. Work is due by midnight on the dates specified. Though Saturday is a common due date for major assignments, due dates to sometimes vary. The first thing you should do every week when planning is to note due dates. Late assignments may not be accepted and will probably lose points. If you think you need an extension, contact by email before the due date. All major assignments must be submitted to pass.

Most assignments are attached as documents in the specified formats (.doc or .pdf). Proofread. Grammar counts. Save all your document files until final grades are submitted.

RECOMMENDATIONS FOR AN EFFECTIVE AND PRODUCTIVE ONLINE CLASSROOM EXPERIENCE

Dr. Schwartz’s Two Commandments for Being Successful in an Online Course:

I command you, thus forth, to...
1) not wait until the end of the week to complete your work (self-discipline is paramount)
2) always communicate. If you have a problem or question, send me an email.

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**CONTENT & GRADING**

(See Schedule for due dates; see Canvas for assignment sheets)

Fundamental course activities require interacting the with our ecampus website, watching videos, and reading the textbook. Beyond these fundamental activities, each student will be required to complete:

**Discussion Forums**: Weekly discussion forums with postings due on Wednesday and Saturday.
**Drafts, Workshop, Project Update Memos**: Every major assignment will be drafted and wokshopped.
**Quizzes**: Four open-book, timed reading quizzes.
**Midterm**: Open-book, timed midterm worth 25 points
**Annotated Bibliography**: Two AB's are required when researching for the Long Report and Newsletter.
**Job Report**: Research and report on a job and organization you will hypothetically apply to work for.
**Application & Resume**: Polish a resume that exists, or begin a new one; apply for a job
**Long Report (Group Project)**: Identify a “problem” and propose solution; research and argument req’d
**Newsletter (Group Project)**: Construct a newsletter representing an organization consisting of various types of content.

There are 1000 total points. Please check Canvas for exact point values for each task and assignment. Major projects are listed below.

**Unit One – Jobs in the Workplace (Weeks 1-4; 310 points)**
- Job & Organizational Culture Report 75 points
- Résumé tailored to the job & Cover Letter to send with resume 50 points
- Application Letter 50 points
- Weekly Discussion Forums 40 points
- Drafts and Workshops 55 points
- Quizzes 20 points
- Introductory email and Reflection Memo 20 points
- Optional (Extra Credit) Career Fair Report

**Unit Two – Problem-Solving in the Workplace (Weeks 5-7; 300 points)**
- Long Report documenting a need and proposing a solution 125 points
- Annotated Bibliography 30 points
- Project Proposal 10 points
- Cover Letter 10 points
- Weekly Discussion Forums 45 points
- Drafts, Workshops, Project Updates and Memos 55 points
- Open-Book Midterm 25 points

**Unit Three – Applied Rhetoric in the Workplace: Newsletter (Weeks 8-10; 390 points)**
- Proposal 10 points
- Weekly Discussion Forums 30 points
- Quizzes 20 points
- Annotated Bibliography #2 30 points
- Drafts, Workshops, and Memos 100 points
- Newsletter articles, design and overall document 150 points
- Newsletter Slideshow 50 points

**Grading criteria:** Documents are graded using broad criteria of CONTENT (creating quality written content), FORMAT (using standard professional formatting and organization), and WRITING/CITING (using professional grammar and mechanics; including all citations). See the scoring guides for each assignment.

A = exceptional achievement; B= superior achievement; C= Satisfactory work, meets requirements; D= does not meet requirements, but worthy of credit; F= fail

C+ = 799 – 765 / C = 764 – 735 / C-= 734 – 70

**COURSE SITE LOGIN INFORMATION**
Information on how to login to your course site can be found [HERE](#).
STATEMENT REGARDING STUDENTS WITH DISABILITIES

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
TUTORING

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.