

# BUSINESS WRITING

Business Writing

Fall 2016

University of Alabama at Birmingham

## Instructor Information

- Dr. Jeffrey A. Bacha
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- Office: HB 217
- Office hours: M/W/F 12-1 or by appointment

## Important Dates

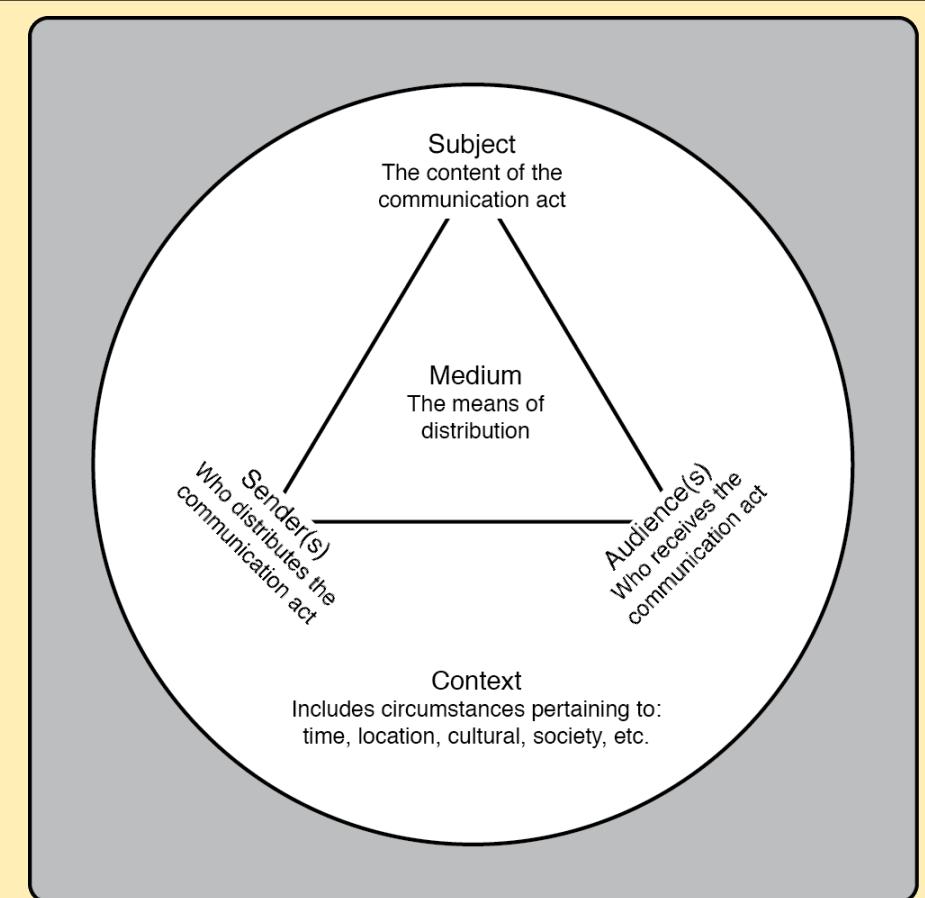
- September 5 is the Labor Day holiday.
- September 6 is the last day you can add/drop a course.
- October 21 is the last day you can withdraw from the course.
- November 21 - November 25 is our Thanksgiving holiday break.

## Announcements

- Pick up your textbook from the book store; the first reading is due on the second day of class.

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## The Rhetorical Situation

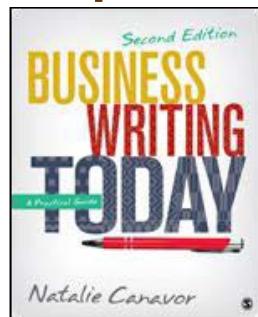
A professional writer's work will usually be influenced by four equally important factors: The subject; The audience(s); How the communication act will be distributed; The developer(s) of the communication act; and the context surround the distribution and reception of the communication act. In this course, successful professional communication depends on how well the communication act balances all of those factors.

*EH 403/503: Business Writing helps students understand how language and writing functions in the workplace.*

## English 403/503 Course Overview

Business Writing, EH 403/503, is an advanced writing course focusing on writing clearly and ethically in professional business contexts, with particular emphasis on memos, letter, résumés, and reports. Writing, ethics, and civic responsibility are significant components of this course. The reading and writing assignments in this course will help students develop skills that are crucial to composing effective workplace writing, including: invention; problem solving; drafting; collaboration; audience analysis; research; visual design; and many more.

# Required Textbooks, Technology, and Other Materials



By the second day of class, students should have:

- *Business Writing Today: A Practical Guide* 2nd ed. By Natalie Canavor (ISBN: 978-1-4833-5866-6)
- Access to an @uab email address
- Access to Canvas

Students must also have access to:

- Microsoft Office or OpenOffice
- A copy of the Free Portable Apps Platform
- A working computer and the Internet
- A USB Flash Drive

## Expected Outcomes and Student Responsibilities

**Writing in Context** – Students will analyze professional cultures and social contexts to determine how they shape the various purposes and forms of workplace writing, such as persuasion, organizational communication, and public discourse, with an emphasis on:

- writing for a range of defined audiences and stakeholders
- negotiating the ethical dimensions of workplace communication

**Project Management** – During a variety of assignments, both individual and team-based, students will:

- understand, develop and deploy various strategies for planning, researching, drafting, revising, and editing documents both individually and collaboratively
- select and use appropriate technologies that effectively and ethically address professional situations and audiences
- build professional ethos through documentation and accountability

**Teamwork** – Students will learn and apply strategies for successful teamwork and collaboration, such as:

- working online with colleagues
- determining roles and responsibilities
- managing team conflicts constructively
- responding constructively to peers' work
- soliciting and using peer feedback effectively
- achieving team goals

**Document Design** – Students will learn how to make rhetorical design decisions about workplace documents, including:

- understanding and adapting to genre conventions and audience expectations
- understanding and implementing design principles of format and layout
- interpreting and arguing with design
- drafting, researching, testing, and revising visual designs and information architecture

**Research** – Students will start to understand and use various research methods to produce professional documents, including:

- analyzing professional contexts
- locating, evaluating, and using print and online information selectively for particular audiences and purposes
- triangulating sources of evidence
- selecting appropriate primary research methods, such as interviews, observations, focus groups, and surveys to collect data
- working ethically with research participants

**Technology** – Although no prior experience with any technology is required for this course, students will need to use and evaluate writing technologies frequently used in the workplace, such as emailing, instant messaging, image editing, presentation design and delivery, and desktop publishing technologies.



My office is located in the Humanities Building room 217.

# Policies Concerning Attendance and Communication

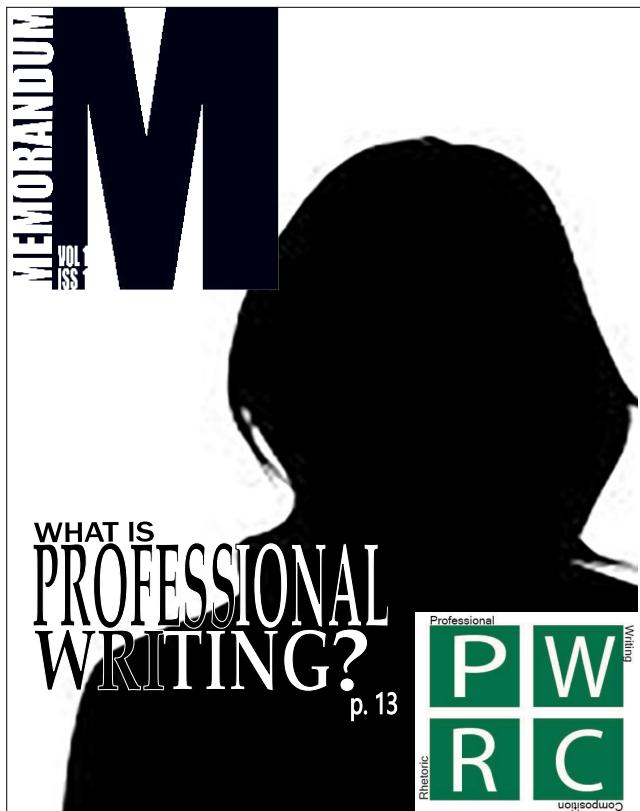
**Office Hours** – Throughout the semester I will be holding regular office hours in HB 217. You do not need an appointment to visit me during my office hours. However, please send me an email if you are unable to see me during my regularly scheduled office hours so we can set up a different time to meet.

**Attendance** – All absences can hurt your grade indirectly: you might miss a deadline or you might not learn how to prepare a particular document. In this class, you have a cushion of 5 absences for which your course grade will only be affected indirectly. But, absences begin to hurt your grade directly when they become excessive. Your final grade will be reduced by 50 points (about one letter grade) for each unexcused absence over five. Nine absences or more result in an F for the class. If you come to class after I have taken attendance you will be counted “late” (two “lates” equal one absence). It is your responsibility to remind me to change your absence to a “late.” Absences are “excused” only in cases of jury duty, military duty, or official UAB business (and only when documented).

**Email Communication** – All students are required to obtain and use their UAB email address that was automatically assigned to them as UAB students. All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct email address is listed in Canvas by the beginning of Week 1. It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. (Please note: I will usually respond to your emails within one business day, however, during busy times of the semester it may take up to two business days to respond. I do not respond to work related emails over the weekend).

**Drop/Add** – This course follows UAB policy concerning drop/add and will adhere to the university date of Sept. 6, 2016 being the last date to drop/add a course. Students registering late (after the first class meeting and until Sept. 6, 2016) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of “W” is Oct. 21, 2016.

## MEMORANDUM: UAB's Professional Writing & Rhetoric and Composition Magazine



Published in late Fall and early Spring, MEMORANDUM is a completely student generated and student focused publication. Written, designed, and published by students taking classes in the Professional Writing Program at UAB, each issue of MEMORANDUM is packed with articles that explore the field of professional writing and what it means to be a professional writing student. Back issues of the publication can be found online at <http://issuu.com/uabpwrc> and at <http://uabmemorandum.blogspot.com/>.

# University Policies and Student Support Systems

**Library Support** – The Libraries at UAB provide access to materials and services that support the academic programs. The address of the library's Website is <http://www.mhsl.uab.edu/>. This site provides access to the resources of all Campus and Regional Libraries, as well as the Library's Catalog and Databases.

**Weather or Other Emergencies** – During any actual emergency or severe weather situation, this site - [www.uab.edu/emergency](http://www.uab.edu/emergency) - will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university's emergency notification system, to communicate through voice calls, SMS text messages, and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to [www.uab.edu/balert](http://www.uab.edu/balert). All registration is connected to your BlazerID.

**Non-Harassment, Hostile Work/Class Environment** – The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy.

**Faculty Evaluation** – At the end of each term, students will be requested to fill out a printed and an online Course Evaluation. These evaluations are completely anonymous. Your participation in this activity will be appreciated.

**Turnitin** – UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to [www.Turnitin.com](http://www.Turnitin.com) or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com's restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

**Early Alert System (EAS)** – The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

**Reasonable Accommodations** – UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services (DSS) for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with DSS, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted DSS, please call 205-934-4205 or visit [uab.edu/dss](http://uab.edu/dss).

**Academic Misconduct** – UAB faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current UAB Student Catalog. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct ([link: https://www.uab.edu/students/academics/honor-code](https://www.uab.edu/students/academics/honor-code)).

Because this is a writing course, the most relevant type of academic dishonesty is plagiarism. Plagiarism is defined as "using the words or thoughts of another person without proper citation; specifically, it is submitting as one's own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else." Penalties for plagiarism may include failure on an individual assignment, automatic failure of the course, and even dismissal from the university. The penalty depends upon the severity of the infraction.

**Out-of-Class Research** – Students may be required to access information on the Internet for completion of specific written assignments due to the fact that this course involves, or may involve, a research project. No stage of a research project for this course is to begin prior to the student, course instructor, and student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of the research prior to such formal approval is a violation of UAB guidelines and will result in failing the course. This policy has been approved by the UAB Institutional Review Board. Students may request additional information about IRB requirements from the Office for Research Grant Support: EB 233 (975-5388).

## 403 Course Projects, Grade Breakdown, and Due Dates

Project	Points and Weight	Due
Professional Emails	50 points (10% of overall course grade)	September 12, 2016
Professional Memos	75 points (15% of overall course grade)	September 26, 2016
Press kit Project	100 points (20% of overall course grade)	October 24, 2016
Collaborative Case Assignment	125 points (25% of overall course grade)	November 18, 2016
Employment Project	150 points (30% of overall course grade)	December 16, 2016

## Course Projects, Grades, and Late Work Policies

Communication across multiple audiences and for multiple purposes continues to be a desired skill set in technical and professional fields. Beyond field-specific knowledge and experience, successful and ethical communication drives the professional world. This class, in content and form, models these successful communication practices. To achieve success in this course, students must display the ability to succeed in their future workplaces by developing a variety of informative and visually effective digital documents.

**Grading** – All major projects in the course will be comprised of several components, each of which will be worth a percentage of the student's final grade (further details about each assignment will be provided as we get closer to each project's initial due dates). Grades are not rounded. This means a grade of 79.99% is 79.99% (C), 89.99% is 89.99% (B), etc. This applies to all grades including the final overall grade. All grades will be posted in the student's individual Gradebook in Canvas and students are expected to review their grades in their Canvas Gradebook at least once a week. The Course Instructor does not use e-mail to communicate scores on assignments or make comments about the graded assignments.

It is the student's responsibility to review scores and comments on graded assignments as instructed above. Students are expected to complete all of the assignments by the given deadlines. If an assignment is mistakenly submitted and the student wants to re-submit it, the student must e-mail the Course Instructor asking that the assignment be deleted BEFORE it is graded and BEFORE the deadline for the assignment. Both of these criteria must be met.

**Incomplete Grade Policy** – Missing any part of the Course Schedule may prevent completion of the course. If circumstances prevent the student from completing the course by the end of the term, the student should complete a request for an Incomplete Grade. Note: A grade of Incomplete is not automatically assigned to students.

**Late Work** – The instructor will stick closely to the course calendar. It is important that you keep up. When possible, you may certainly complete assignments early,

but you must complete them on time. Much of what you do for this class quickly leads to another assignment. Thus, the majority of missed class assignments cannot be made up.

I do not grade work that is turned in after the initial due date. I do not make exceptions for computer catastrophes or email glitches, so save your work often and do not wait until the last minute to turn in your work. Being absent does not relieve students from the responsibilities of this course. If a serious and unavoidable problem arises, however, you should contact your instructor by email prior to the deadline to determine whether or not an extension for the work will or will not be granted. Late work will rarely, if ever, be accepted without prior approval.

**Module Based Assignments** – Submitting drafts and participating in Peer Review are not optional activities in this course. They are requirements for every assignment. All of the major assignments you complete for this course are set up in Canvas as modules. Each module includes a number of activities that must be completed in the order they are posted in Canvas. Each step in the process is attached to a timer and Canvas will not unlock the next part of the assignment if the previous step in the process is missed. In other words, during each assignment sequence, you must submit a draft of your essay in Canvas before the start of our Peer Review days. If you do not submit a draft or do not have it upload before the time class starts, you will not be able to participate in Peer Review. If you do not participate in Peer Review, Canvas will not allow you to submit the final draft of your essay and you will receive a 0 on that particular assignment. This is done automatically in Canvas, so make sure to contact your instructor in advance if you will be unable to attend any of the Peer Review sessions.

*Note: Most of the assignments you will complete for this course will be submitted digitally. Not having access to a computer, computer problems, computer crashes, loss of Internet and/ or lose of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.*

Professional



Writing

Rhetoric



Composition

**BA Concentration in Professional Writing:**

The UAB English Department offers an undergraduate concentration in Professional Writing. The concentration is designed for English majors who are interested in non-fiction writing for corporate and public life. English majors who complete the concentration might pursue a variety of career options that require advanced writing skills, in areas such as technical writing, publishing, teaching, editing, and business.

**MA Concentration in Rhetoric and Composition:**

Ideal for students who wish to pursue careers as teachers of writing or as professional writers or editors, the concentration in rhetoric and composition focuses attention on the art and craft of teaching, on the many roles of writing in business and industry, and on the history and practices of public discourse itself—from political rhetoric and the rhetoric of advertising to the complex uses of language and imagery in contemporary magazine and internet publications.

# 2017 SPRING COURSE OFFERINGS

EH 340 Designing Digital Documents (Bacha)

EH 457/557 Writing in Medicine (Ryan)

EH 459/550 Discourse Analysis (McComiskey)

## Description of Grades

All of the major assignments you complete this semester will be graded in Canvas. Each assignment will be worth a specific point value based on a rubric. Below is a general description regarding how I will evaluate you writing this semester:

- **Below 60% (F)** – I usually reserve the F for people who don't show up or don't do the work. If you give an assignment an honest try, I doubt you will receive an F. If you feel you put in your best effort and still received an F, you might consider dropping this class.
- **60 - 69% (D)** – You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.
- **70 -79% (C)** – You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal, and visual, is straightforward but unremarkable.
- **80 -89% (B)** – You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design.
- **90 -100% (A)** – You did what the assignment asked at a high quality level, and your work shows originality and creativity. Work in this range demonstrates that you took extra steps to be original or creative in developing content and solving problems.

**EH 340: Designing Digital Documents**  
(Bacha) T/R 9:30-10:45

This course is designed to help students develop the ability to write and design documents using computer aided publishing technologies. In this course, students are given the opportunity to improve their critical thinking skills as they relate to planning, writing, and revising the content and design of dynamic documents.

By the end of the semester, students will have created enough materials to build a personalized professional portfolio they can continue to develop and use throughout their academic careers and when they search for employment after college. No prior experience with any type of technology is required for this course.

# 403 Project One: Crafting Professional Emails

The first project is designed to test and expand your knowledge of audience. Specifically, the assignment asks you to adopt two different personas and address two different audiences:

1. You are the owner of a local Print Shop. You need to instruct your office manager to let the employees know the business has been bought by a competitor and will close.
2. You are the print shop's office manager. You need to inform the employees that the shop has been sold and will close.

## Deliverables

**Peer Review (10 Points)** – Drafts of the two emails you will compose for the first project are due on Sept. 7. You must upload both emails to Canvas as Word Document attachments before the start of class to participate in Peer Review. (*Note: if you miss peer review, Canvas will not allow you to submit your final documents*).

**First Email (30 Points)** – The first document you will compose is a 250-word email from the owner of the local print shop. Your first email must contain the following:

1. Who bought the shop, why the company was sold, and when the shop will be closing
2. Information regarding the Office Manager's transfer to an out-of-state store owned by the purchasing company
3. Instructions telling the office manager to let the employees know they will be terminated on a specific date, but will have the opportunity to interview on a specific date for a select number of jobs at the purchasing company's local store

A final draft of your First Email must be uploaded as a PDF Attachment in Canvas before the start of class on **Sept. 12**.

**Second Email (30 Points)** – The second document you will compose is a 250-word email from the office manager to the print shop's employees explaining the situation as described in your first email. Your second email must contain the following:

1. Who bought the shop, why the company was sold, and when the shop will be closing
2. Clear instructions to the employees that they will be losing their jobs
3. Clear instructions to the employees that they will be given an opportunity to interview for a select number of jobs with the purchasing company

A final draft of your Second Email must be uploaded as a PDF Attachment in Canvas before the start of class on **Sept. 12**.

*Note: Understanding who you are addressing in both of your emails is critical to your level of success on the first project. As the owner, you must persuade your office manager to keep working until the print shop closes. As the office manager, you must persuade your employees to keep working until the shop is closed. In other words, if you simply copy and past the information from your first email into your second email without crafting it for the new audience you will receive a 0 on your second email.*

## EH 459/559: Discourse Analysis (McComiskey) M/W 3:35-4:50

Advanced practice in the analysis and writing of public discourse, with emphasis on the social politics of linguistic choices. Writing is a significant component of this course..

## Project One Calendar

*All readings listed below are due on the day they are listed and this schedule is subject to change.*

### Part I: What is a Professional Network

#### Week One (8/29 - 9/2)

M: Introduction to the course and Project One  
W: Read CH1 and CH2  
F: Read CH3 and CH6

#### Week Two (9/5 – 9/9)

M: Labor Day, No Class  
W: Peer Review (Upload Project One Drafts to Canvas)  
F: Work Day

#### Week Three (9/12 – 9/16)

M: Project One Due before the start of Class

## 403 Project Two: Crafting Professional Memos

The second project is designed to test and expand your knowledge of context. Specifically, this assignment asks you to compose two different memos requesting permission to work with a non-profit organization for the third course project (Note: Make sure to look through the Project Three instructions before selecting the organization you would like to work with). The first memo should be addressed to the course instructor and the second memo should be addressed to the non-profit organization.

### Deliverables

**Peer Review (15 Points)** – Drafts of the two memos you will compose for the second project are due on **Sept. 21**. You must upload both memos to Canvas as Word Document attachments before the start of class to participate in Peer Review. (Note: if you miss peer review, Canvas will not allow you to submit your final documents).

#### EH 457/557: Writing In Medicien (Ryan) Thursday 5:00-7:30

This course examines how the realm of medical knowledge and practice is written or constructed according to particular social and ethical values. Overarching institutional assumptions and norms as well as specific texts and practices will be considered in our study of medical discourse. Writing, Ethics and Civic Responsibility are significant components of this course.

**First Memo (30 Points)** – The first document you will compose is a 500-word memo to the course instructor. In your memo, make sure to include the following information:

1. The name of the non-profit organization
2. The name of the contact person you will send your second memo to along with a rationale for why that person is a good contact
3. Background information about the organization (i.e. what they do)
4. A detailed description of why the identified organization is a good client to work with for the third assignment
5. A brief summary of the documents you will prepare for the client

A final draft of your First Memo must be uploaded as a PDF Attachment in Canvas before the start of class on **Sept. 26**.

**Second Memo (30 Points)** – The second document you will compose is a 500-word memo to the organization you identified in your first memo. In this memo, make sure to include the following information:

1. Your name and why you are contacting the organization
2. A brief description of the “documents” you will prepare for the client
3. A detailed explanation regarding why you are qualified to perform the work you have promised
4. A brief description of when you will have drafts and your final documents prepared
5. A request for a face-to-face meeting and possible meeting days and times

A final draft of your Second Memo must be uploaded as a PDF Attachment in Canvas before the start of class on **Sept. 26**.

### Project Two Calendar

*All readings listed below are due on the day they are listed and this schedule is subject to change.*

#### Part II: Understanding Context in Business Writing

##### Week 3 (9/12 - 9/16)

M: Introduction to Project Two  
W: Read CH4 and HATS: A Design Procedure for Routine Business Documents (<https://owl.english.purdue.edu/owl/resource/632/1/>)  
F: Read CH5 and Parts of a Memo (<https://owl.english.purdue.edu/owl/resource/590/02/>)

##### Week 4 (9/19 - 9/23)

M: Read CH8 and Memo Format (<https://owl.english.purdue.edu/owl/resource/590/03/>)  
W: Peer Review (Upload Project Two Drafts to Canvas)  
F: Work Day

##### Week 5 (9/26 - 9/30)

M: Project Two (Professional Memos) due before the start of class

# 403 Project Three: Crafting a “Press Kit”

The third project is designed to help you start crafting documents for public audiences and public/shifting contexts. Specifically, you are required to find a non-profit organization on campus that has an upcoming event they would like to publicize, or something you can convince them to publicize, and prepare a complete “Press Kit” for the organization. Included below is a complete list of the “documents” you will prepare for this assignment.

## Deliverables

**Peer Review (10 Points)** – “Press Kit” drafts are due **Oct. 19**.

19. Make sure to your work into one Word Document and submit it to Canvas as a single attachment.

Remember, you must have your work posted before the start of class to participate in Peer Review. (Note: if you miss peer review, Canvas will not allow you to submit your final documents).

**The “Press Kit” (90 Points)** – During this project you will compose the following “documents” advertising the organization’s upcoming event:

- An 800-word description of the event for the organization’s Website
- A 500-word Press Release for the *Kaleidoscope*
- A 250-word Press Release for UAB’s *GreenMail*
- A series of four 140-character Twitter “Tweets”
- A series of four 450-character Facebook Posts

Your complete “Press Kit” must be packed into a single PDF and uploaded as an Attachment in Canvas before the start of class on **Oct. 24**.

*Note: The goal of this assignment is to get UAB students to attend the event your organization is hosting. Meaning, the goal of the shorter documents is to get students to look at the information posted on the organization’s website or posted in a different medium. (For example, each Twitter post should direct the students to the corresponding Facebook post and each Facebook post should persuade the students to visit the organization’s website. Similarly, the Kaleidoscope and Green Mail releases should direct the students to the organization’s Twitter account, Facebook page, and the organization’s website.)*

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 PWC @ UAB

The Professional Writing Club at UAB’s mission is to equip students interested in Professional Writing with knowledge and experience to prepare them for the workforce, to allow students interested in Professional Writing the opportunity to network with each other, and to connect with professionals in the field by participating in industry-focused workshops.

## Project Three Calendar

*All readings listed below are due on the day they are listed and this schedule is subject to change.*

### Part III: Analyzing Public Contexts

#### Week 5 (9/26 - 9/30)

- M: Introduction to Project Three  
 W: Read CH11  
 F: Read CH12

#### Week 6 (10/3 - 10/7)

- M: Read CH14  
 W: Client Meetings (meet with your clients)  
 F: Client Meetings (meet with your clients)

#### Week 7 (10/10 - 10/14)

- M: Conferences  
 W: Conferences  
 F: Conferences

#### Week 8 (10/17 - 10/21)

- M: Peer Review and Work Day (Printed Preliminary Drafts Due)  
 W: Peer Review (Upload Project Three Drafts to Canvas)  
 F: Work Day

#### Week 9 (10/24 - 10/28)

- M: Project Three (Press Kit) due before the start of class

## 403 Project Four: Analyzing a Corporate Image

During the fourth project you will work in groups of four and analyze how a local company uses language to construct a public image. Specifically, you will locate at least two internal documents prepared by the company, at least two external documents prepared by the company, and at least two news stories pertaining to the company. Then, after your group has had some time to analyze and compare the documents, you will prepare a formal report answering the following questions:

1. Based on the internal documents, what are the company's core values?
2. Based on the external documents, what professional image is the company attempting to publicly promote?
3. Based on the news stories, what is the public perception of the company?
4. Based on your findings, does the company's self-sponsored public image match or differ from the core values found in their internal documents or how they are being portrayed in the local media?

### Deliverables

**Proposal Memo (5 points)** – The first document your group will need to prepare is a 250-word proposal memo address to your instructor. In this document, make sure to identify the company your group will analyze and why that company is a good fit for the assignment. Your group's proposal memo needs to be uploaded as a PDF attachment in Canvas before the end of class on Oct. 29.

**Progress/Activity Report (10 points)** – The second document your group will need to prepare is a 500-word Progress Report Memo. Instructions on what to include in your Progress Report can be found at the following URL: <https://owl.english.purdue.edu/owl/resource/997/02/> Your group's Progress Report needs to be uploaded as a PDF attachment in Canvas before the end of class on Nov. 4.

**Formal Report (85 points)** – The final document your group will prepare is a 10-page single spaced report. Details on how to format your report and instructions on what to include will be provided in class. However, your group is required to use APA for all citations. A full Draft of your group's report needs to be uploaded to Canvas as a Word Document attachment before the start of class on Nov. 11 for Peer Review (10 Points). Remember, you must have your work posted before the start of class to participate in Peer Review. (Note: if you miss peer review, Canvas will not allow your group to submit your final documents). Your group's Formal Report needs to be uploaded as a PDF attachment in Canvas before the start of class on **Nov. 18**.

**Presentation (25 Points)** – During **Week 12** your group will give a 15-minute presentation sharing your findings with the rest of the class. Your group is required to prepare a visual (i.e. PowerPoint, Prezi, etc.) for the presentation and the visual must be uploaded to Canvas before the start of class on the day you present.

*Note: Like the other projects, this project is set up in Canvas as a Module. Meaning, if your group fails to post any of the required materials Canvas will not allow your group to post the next part of the assignment, participate in Peer Review, and/or submit your Formal Report.*

### Project Four Calendar

All readings listed below are due on the day they are listed and this schedule is subject to change.

#### Part IV: Analyzing a Corporate Image

##### Week 9 (10/24 - 10/28)

- M: Introduction to Project Four  
W: Read CH9 and establish groups  
F: Read CH10 and Proposal Memo Due before the end of class

##### Week 10 (10/31 - 11/4)

- M: Work Day  
W: Read CH13  
F: Progress Report Due and Work Day

##### Week 11 (11/7 - 11/11)

- M: Work Day  
W: Peer Review (Upload Project Four Drafts to Canvas)  
F: Work Day

##### Week 12 (11/14 - 11/18)

- M: Presentations  
W: Presentations  
F: Presentations and Project Four (Group) due before the start of class

# 403 Course Final: The Employment Project

To complete this project, you must first find an internship or entry-level job advertisement representing the type of internship would you like to obtain before you graduate or a job you would like to obtain after graduation. (*Note: Seniors must use an entry-level job advertisement for this assignment.*)

This assignment includes five related stages for preparing an internship or employment portfolio:

1. A self-assessment providing personal and professional interests
2. A company analysis providing an indepth look at what the company values
3. A strategy statement written in response to your analyses
4. A résumé written in response to your strategy statement
5. An application letter written in response to your strategy statement and emphasizing information in the résumé that would be valued by the company in the current industry climate.

## Deliverables

**Self-Assessment and Analysis** – Both the self-assessment (**Due Nov. 28**) and company analysis (**Due Nov. 30**) will be completed in class.

*Important: Do not miss these class sessions. If you do not complete your self-assessment or company analysis you will not be able to submit any of your drafts or participate in any of the peer review sessions as outlined below.*

**Peer Review (20 Points)** – Remember, you must have your work posted before the start of class to participate in Peer Review. (*Note: If you miss peer review, Canvas will not allow you to submit the materials required for the next peer review session or your final documents.*)

This project has multiple Peer Review days during Week 15. The following is a list of what is due and when the Peer Reviews will take place:

- A copy of the Job/Internship advertisement and draft of your Cover Letter should be uploaded to Canvas before the start of class on **Dec. 5**
- A draft of your Résumé should be uploaded to Canvas before the start of class on **Dec. 7**
- You must bring a printed copy of the advertisement, your Strategy Statement, a revised Application Letter, and a revised Résumé to class on **Dec. 9**.

**Strategy Statement (30 Points)** – The Strategy Statement should be 500-words in length, should be formatted like a memo, and should include an detailed explanation of how the content and format choices of your Application Letter and Résumé will reflect both your self-assessment and internship/job/company analysis. Begin by establishing the organizational context with which you are working and then detail your strategy for each document. We'll discuss organizational options for the Strategy Statement for this specific assignment in class.

**Résumé (50 Points)** – The Résumé should be designed (both in content and format) around the plan you established in your Strategy Statement. We will discuss several design elements for résumés in class, but the style of presentation that you choose will need to be appropriate for your specific internship/job.

**Internship/Job Application Letter (50)** – Again, general principles in tone and content will be discussed in class, but the letter you write should reflect the plan you established in your Strategy Statement and should move beyond the information listed on your Résumé. In other words, draw on specific strengths and experiences you know the organization values.

## Final Project Calendar

*All readings listed below are due on the day they are listed and this schedule is subject to change.*

### Part V: Preparing to Join the Workforce

#### Week 13 (11/21 - 11/25)

M-F: Thanks Giving Break

#### Week 14 (11/28 - 12/2)

M: Read CH7 and Complete the Self-Assessment  
W: Complete the Company/Industry Analysis  
F: Work Day

#### Week 15 (12/5 - 12/9)

M: Peer Review (Upload Job Advertisement and Cover Letter Drafts to Canvas)  
W: Peer Review (Upload Resume Drafts to Canvas)  
F: Peer Review (Bring printed Job Advertisement, printed Cover Letter, and printed Résumé to class)

#### Week 16 (12/12 - 12/16)

F: Printed copies of the advertisement you used for this project, your Strategy Statement, your Application Letter, and Résumé are all due before the end of our Final Exam period, **10:45am – 1:15pm, on Dec. 16**.

# 503 Projects and Course Work for the Semester

Members of EH 503 will complete two major projects this semester and will work under a 100 point grading scale. During the first project, students will choose between one of the two options listed below and give a 10-minute presentation (10 Points) to the rest of the class during Week 12 (instructions for the presentation will be provided at a later date). During the second project, students will follow the instructions for the Employment Project list in the EH 403 section of the syllabus with the following point scale adjustments: Peer Review 2 Points; Strategy Statement 3 Points; Résumé 10 Points; Cover letter 10 Points.

*Note: Members of EH 503 are expected to keep up the readings from Business Writing Today listed on the EH 403 project calendars and be prepared to discuss those readings in class on the they are due.*

## First Project: Option One

Option One requires students to research and write a 15-page, double-spaced, APA formatted seminar paper (Note: Your References section is not included in the page count requirement). The paper can either focus on a Pedagogical or Theoretical issue, but must fit the context of this course (i.e. the paper must focus on an issue related to business or workplace writing). Also, make sure to use APA formatting throughout the project cycle.

**Proposal Memo (5 Points)** – The first document you will need to produce is a 500-word proposal memo explaining the topic you want to cover in your seminar paper. Your Proposal Memo should be uploaded to Canvas by the end of Week 2. The memo should also be informed by research and must contain references to at least two academic sources published in the last five years. To help you get started, here is a list of journals you should consult as part of your research for Option One:

- *Journal of Business and Technical Communication*
- *Journal of Technical Writing and Communication*
- *Technical Communication Quarterly*
- *College Composition and Communication*
- *IEEE Transactions on Professional Communication*
- *Technical Writing*
- *College English*

**Five Progress Memos (2 Point each)** – During the project, you will write five 500-word Progress Memos addressed to the instructor detailing the research you have conducted and must contain references to at least two academic sources not included in a previous memo (The due dates for the Progress Memos are: **Oct. 7, Oct. 14, Oct. 21, Oct. 28, and Nov. 11**).

**Final Paper (50 Points)** – Your final paper needs to be uploaded to Canvas as a PDF attachment before the start of class on **Nov. 18**.

## First Project: Option Two

Option two requires students to select and prepare documents for a local non-profit organization. The types of documents students will produce will vary from client to client, but after 12 weeks working with the client each student should have produced the equivalent of a 20 page, double spaced, APA formatted essay. If needed, students will meet with me one-on-one to negotiate an equivalent project and make sure the project meets the standards.

**Proposal Memo and Email (5 Points)** – Once you have located an organization you would like to work with, the first documents you need to produce are a 500-word Proposal Memo addressed to the instructor and a 250-word Letter of Inquire Email to the organization. Both documents should be uploaded to Canvas as a single PDF Attachment before the end of Week 2.

**Memorandum of Agreement (5 Points)** – Once you have meet with your client, the next document you need to produce is a 1000-word Memorandum of Agreement detailing the work you will complete for the organization. You and your client must sign this document. A scanned copy of the Memorandum of Agreement must be uploaded to Canvas as a PDF attachment before the end of Week 4.

**Five Progress Memos (1 Point each)** – During the project, you will write five 500-word Progress Memos to your client and the instructor detailing the work you have accomplished and still needs to be completed. (The due dates for the Progress Memos are: **Oct. 7, Oct. 14, Oct. 21, Oct. 28, and Nov. 11**).

**Final Documents (50 Points)** – All of the documents you prepare for the organization are due before the start of class on **Nov. 18**. (Note: Submission instructions will be provided at a later date.)

*Note: Please remember that I do not accept late work. Both of the major projects you will complete this semester are set up in Canvas as a Modules. Meaning, if you fail to post any of the required materials by their due date Canvas will not allow you to post the next part of the assignment, participate in Peer Review, and/or submit your Final Documents for either project. Meaning, make sure to work ahead this semester and post your materials early.*

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#### Fall Semester 2016 Hours

- Sunday: 3:00 PM - 6:00 PM
- Monday: 9:00 AM - 5:00 PM
- Tuesday: 9:00 AM - 9:00 PM
- Wednesday: 9:00 AM - 9:00 PM
- Thursday: 9:00 AM - 5:00 PM
- Friday: 9:00 AM - Noon



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