

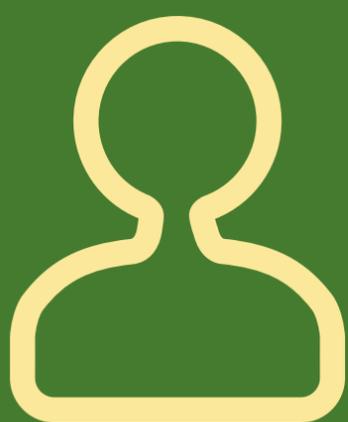


# ENGL 4010

**TR, 11:00 AM-12:15 PM**  
**NURSING 257**

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## INSTRUCTOR INFO



Dr. Andrea Krafft  
andrea.krafft@abac.edu  
Conger 324



## OFFICE HOURS

MWF, 10-10:50, 12-12:50, 2-2:50  
TR, 12:30-1:45 PM  
and by appointment (24 hrs notice)

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## COURSE DESCRIPTION

In this course, you will learn about the genres and best practices for professional communication. You will write and design correspondence, job application materials, and client-based reports, shaping each composition in response to its audience, purpose, and context. Everything that you produce in this class will emerge from repeated planning, drafting, feedback, and editing. You will think about not only the content of your work but also its visual design on the printed page and the screen. We will approach communication as something that is both individual and collaborative, culminating in a team project at the end of the semester.



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## PROFESSIONALISM AND PREPAREDNESS



Ask questions



Listen



Collaborate respectfully



Take notes



Do the readings



Schedule your time



## ABSENCES AND LATENESS

3

Allowed  
absences

4

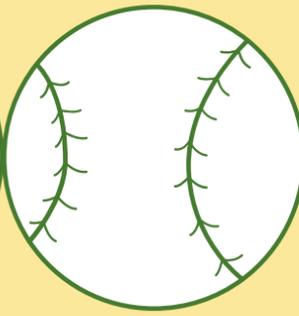
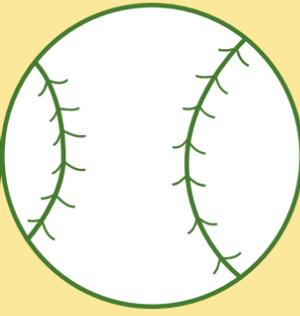
5% off final  
grade

5

10% off final  
grade

6

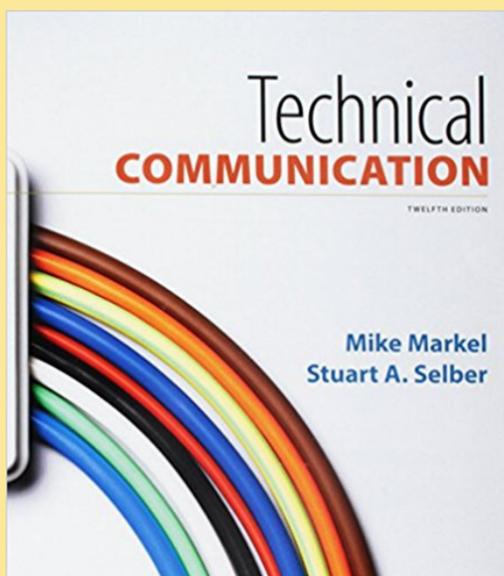
Course  
failure



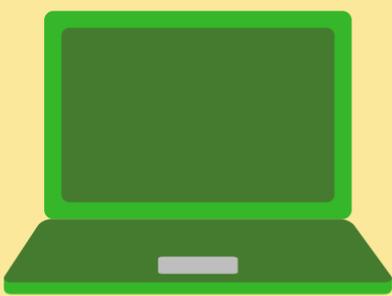
Lateness = 3 strikes, then 5%  
off professionalism per additional late

10 minutes late =  
absent

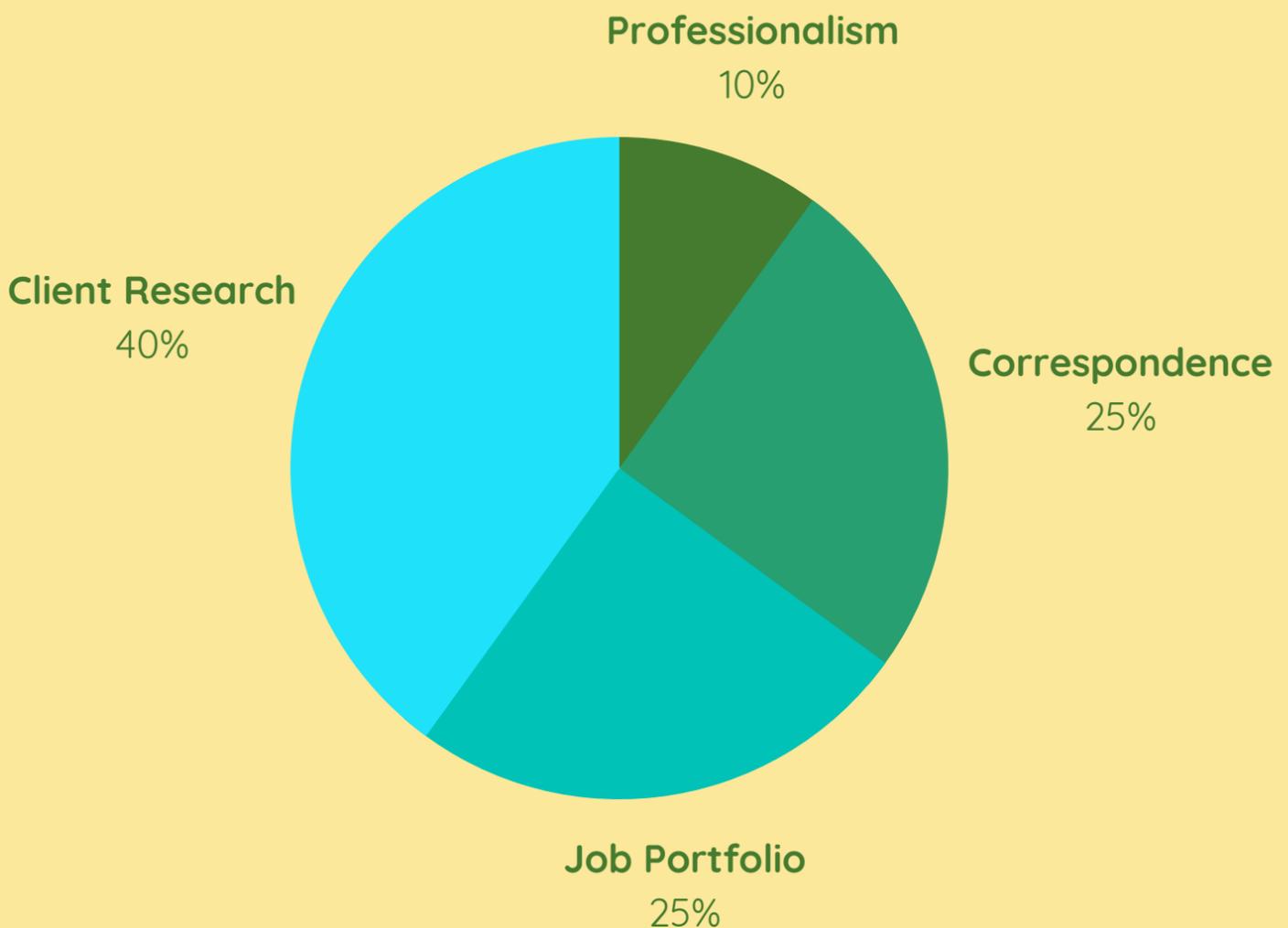
## REQUIRED TEXTBOOK



## REQUIRED MATERIALS



## GRADE DISTRIBUTION

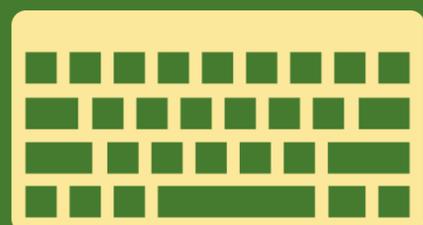


## MAJOR ASSIGNMENTS



**Professionalism:** Throughout the course, you will reflect on the quality of your professionalism in our class according to parameters such as participation, preparedness, punctuality, and other factors. You will keep a log about your professionalism, which I will collect at arbitrary times.

**Correspondence:** You will write emails, memos, and letters about a variety of topics throughout the semester. Each piece of correspondence will have a set topic and guidelines that I will announce prior to its deadline.



**Job Portfolio:** In preparation for the workplace, you will locate an ad for a job or internship in your field, analyze its audience, and prepare a cover letter and resume for the position. In addition, you will design an online version of your resume, resulting in a professional webpage.

**Client Research:** In teams, you will write a proposal to work with an ABAC or Tifton client of your choice. After researching the client's needs, you will design and conduct a usability test on one of their current documents or products, resulting in a recommendation report that you will present at the end of the semester.



**Quizzes and In-Class Work:** I will occasionally begin class with quizzes or short writing activities about the of the day's reading or about our current assignment. Some of these quizzes and activities will factor into your professionalism grade in the course.

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## GENERAL ASSIGNMENT POLICIES



Due dates are in the course calendar



Ask for clarification and help



Back your work up and save drafts



I'll provide assignment sheets



Check your work



Cite sources



See OWL Purdue for MLA help



Late work is better than no work

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## GRADING POLICY



Outstanding work that demonstrates strong awareness of audience and purpose. Well-organized and exceptionally designed, with few to no issues in grammar and mechanics.



High-quality work that demonstrates above-average rhetorical awareness, organization, and / or design. May have minor flaws that could be improved upon revision.



Competent work that meets minimum assignment requirements, but lacks the rhetorical awareness, organization, and proficiency in design of A- and B-level assignments.



Less than competent work that does not demonstrate comprehension or engagement. Attempts to complete assignment criteria, but may have missing, erroneous, or rhetorically inappropriate elements.



Unacceptable work that does not meet expectations or misunderstands assignment criteria.

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## REVISING ASSIGNMENTS

You can revise either your introduction email or code of conduct memo if it:

Received a grade of 85% or below, was on time, and met minimum requirements. You cannot revise plagiarized work.

To request a revision, email me or meet with me no later than 3 days after I return the grade and lay out your revision plan in detail.

Your revision is due no later than 7 days after this meeting or email.

The revised assignment will receive an entirely new grade (not an average of the old and new grade).



## HOW I COMMUNICATE WITH THE CLASS



Important course info is always on GeorgiaVIEW



I won't discuss grades over email (that's best left to office hours)



I'll email you about missed work or other concerns

## COMMUNICATING WITH THE CLASS

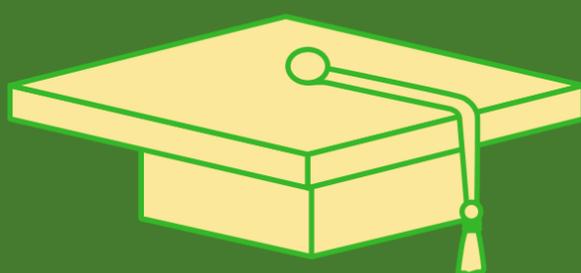


Make sure that all emails send to me and your classmates reflect proper spelling and etiquette.

Include a subject line (mentioning ENGL 4010), a salutation, and provide your name.

Address your recipient respectfully and with consideration.

My correct title is Dr. Krafft or Professor Krafft.



It can take me up to 24 hours to reply to emails, potentially longer on the weekend. I may not respond immediately to emails sent after 9 PM.

## UNIVERSAL DESIGN FOR LEARNING

My goal is that our class will accommodate the needs of all learners. This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. I hope that all students will join me in creating an inclusive environment where we can all engage and learn. Alternative viewpoints are welcome; however, they should be stated in a way that respects the personhood and value of all other human beings.

## SELF-CARE AND ASKING FOR HELP



College isn't only about your classes. Please remember to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

Sometimes life happens and you encounter unexpected events. For example, many of my students have lost family members, gone through breakups, been affected by natural disasters, struggled with chronic illnesses, and faced financial difficulties. If something stressful or traumatic happens, please reach out to me, campus resources, and your families and friends for support.

# STUDENT RESOURCES



## Student Development Center

### Branch 216

Contact Student Development if you believe you have a disability and require documentation for your classes

See this office for confidential and free counseling services



## Academic Achievement Center

### Branch 3rd floor

Offers free tutoring services

Hours: M-R 9 AM-8 PM; F 9 AM-1 PM



## Academic Support

### Branch 3rd floor

Academic counselors provide advice about add / drop, graduation, and other course-related matters



## Additional Resources

For my full list of resources, scan the QR code to the left or visit <https://goo.gl/KijWpZ>

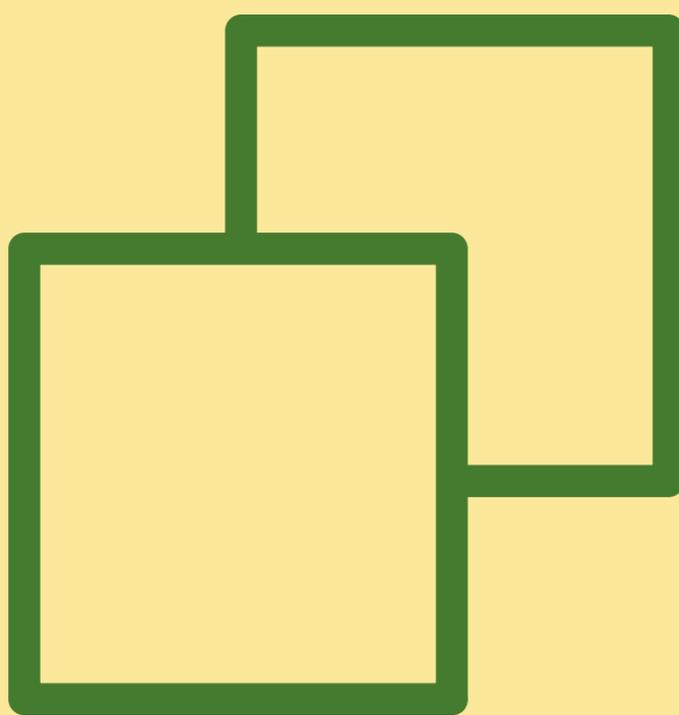
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## PLAGIARISM

The following count as plagiarism:

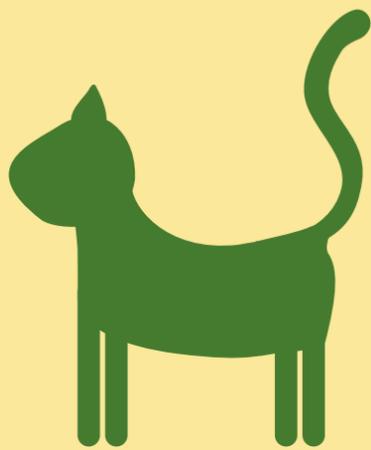
- Using someone else's ideas without citing them
- Submitting a project created by someone else
- Reusing an assignment created in another course

Plagiarized assignments will receive a 0. We will then have a meeting and I will report you to the Dean of Students.



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## CAT PIC, PLEASE



If you have read the syllabus, send me a meme, GIF, or picture of a cat via email (subject line: cat pic) during week 2 of the semester.

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## PLAIN SYLLABUS



Scan the QR code for the plain-text syllabus (also available on the GeorgiaVIEW).

## COURSE CALENDAR

- Readings and assignments are listed on the date they are due (by the start of class unless otherwise specified)
- Readings that are not in the textbook are available on GeorgiaVIEW
- Abbreviations
  - *TC* = *Technical Communication*
  - *PRL* = Peer Review Letter
- Blank activity / discussion areas mean that we're continuing a topic from the previous day
- Minor aspects of this calendar may change throughout the semester

## PRINCIPLES OF DOCUMENTATION, ETHICS, AND CORRESPONDENCE

Week	Day	Date	Reading	Activity or Topic	Assignment Due
1	T	1/8		Syllabus review and introduction to the course	
	R	1/10	<i>TC</i> , "Introduction to Technical Communication" (2-15)	Principles of workplace documentation	Statement of understanding
2	T	1/15	<i>TC</i> , "Writing Technical Documents" (42-59)	How to plan, draft, and revise documents; about the introduction email	
	R	1/17	<i>TC</i> , "Corresponding in Print and Online" (362-387)	Professional correspondence and "netiquette"; about professionalism log	
3	T	1/22	<i>TC</i> , "Understanding Ethical and Legal Considerations" (17-40)	Analyzing and producing effective and ethical documents; about code of conduct memo	Introduction email
	R	1/24		Memo writing workshop	

## ESTABLISHING YOUR PROFESSIONAL IDENTITY

4	T	1/29	<i>TC</i> , "Applying for a Job" (389-420)	About peer review letter; peer review; about workplace portfolio	Code of conduct memo
	R	1/31	<i>TC</i> , "Analyzing Audience and Purpose" (84-114)	The employer as an audience	PRL 1
5	T	2/5		Employer research workshop	Job or internship identification
	R	2/7	Reread <i>TC</i> 401-413	Best practices for résumés	
6	T	2/12		Peer review	Plain text résumé draft
	R	2/14	<i>TC</i> , "Designing Print and Online Documents" (247-288)	Print design	PRL 2
7	T	2/19		Digital design; website maker tutorials	
	R	2/21	<i>TC</i> , "Organizing Your Information" (148-169) and "Writing Clear and Effective Sentences" (214-243); reread <i>TC</i> 414-413	Tips for effective cover letters	
8	T	2/26		Peer review	Cover letter draft
	R	2/28		Website workshops	
9	T	3/5		Informal presentations and peer review	Workplace portfolio

## COLLABORATION AND CLIENT-BASED WORK

Week	Day	Date	Reading	Activity or Topic	Assignment Due
9	R	3/7	<i>TC</i> , “Writing Collaboratively” (60-81)	Best practices for collaboration; develop team contracts	PRL 3
10	T	3/12	<i>TC</i> , “Writing Proposals” (422-446) and “Researching Your Subject” (117-144)		
	R	3/14		Peer review and group workshop	Client proposal
11	T	3/19	<b>NO CLASS</b>		
	R	3/21	<b>NO CLASS</b>		
12	T	3/26	<i>TC</i> , “Writing Progress and Status Reports” (454-464)	Keeping the team on track	
	R	3/28	<b>NO CLASS – teams meet with Dr. Krafft</b>		PRL 4
13	T	4/2	<i>TC</i> , “Evaluating and Testing Technical Documents” (336-358)	Developing usability tests	Progress report
	R	4/4	<i>TC</i> , “Writing Recommendation Reports” (470-515)	About the recommendation report	
14	T	4/9		Usability tests	Usability test
	R	4/11		Usability tests	
15	T	4/16	<i>TC</i> , “Making Oral Presentations” (580-610)	Presentation advice	Usability email
	R	4/18	<i>TC</i> , “Creating Graphics” (292-332)	Designing successful slides and graphics	
16	T	4/23		Peer review	Recommendation report
	R	4/25	<b>NO CLASS – meet with your team</b>		PRL 5
17	T	4/30		Recommendation presentations; wrap-up and tips for reflection email	Recommendation presentation

## FINAL EXAM – SUBMIT REFLECTION EMAIL

18	T	5/7			Reflection email due no later than 12:15 PM
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# ABRAHAM BALDWIN AGRICULTURAL COLLEGE

## Standard Course Syllabus

<b>COURSE NAME</b> Introduction to Professional Writing
<b>COURSE NUMBER</b> ENGL 4010
<b>COURSE DESCRIPTION</b> Effective Communication allows individuals to understand each other, encourages people to take action, and motivates others to think creatively and critically. This course introduces students to the practice of using rhetorical principles in the context of business and professional writing. Students in this course will learn to consider audience and purpose to develop an appropriate style as they prepare written documents in the workplace. Students will produce documents both individually and as part of a group. Students in the course will also be introduced to the basics of writing grant and research proposals. 3 credit hours.
<b>PRE-REQUISITES / CO-REQUISITES</b> C or higher in COMM 1100 and C or higher in ENGL 1102
<b>ABAC COURSE LEARNING OUTCOMES</b>  <b>4010 Outcomes</b> Students who successfully complete the course will <ol style="list-style-type: none"><li>1. Create such work-related documents as memoranda, reports, letters using language and tone appropriate for the audience.</li><li>2. Demonstrate the ability to communicate effectively electronically.</li><li>3. Demonstrate the skills necessary to produce a group project.</li><li>4. Compose resumes and letters of application.</li><li>5. Demonstrate knowledge of the form, function, and language of grant and research proposals.</li></ol>
<b>INSTITUTIONAL ABSENCE</b>  A student who serves as an official representative of the college is defined as one who: <ol style="list-style-type: none"><li>1. is authorized to use the college name in public relationships outside the institution;</li><li>2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);</li><li>3. represents the college as a part of a group and not as an individual;</li><li>4. represents the college under the direct supervision of a college faculty or staff member; and</li><li>5. is authorized in writing, in advance, by the President of the college.</li></ol> Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which they represent the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

## ACADEMIC CONDUCT CODE

### **A. Honor Code**

Students are responsible for following ABAC's Honor Code:

*An ABAC Stallion conducts themselves with honor and integrity at all times and expects their fellow Stallions to do so as well. A Stallion does not lie, steal, cheat or allow others to do so.*

Academic integrity is the responsibility of all ABAC faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi.

### **B. Academic Dishonesty**

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

### **C. Disciplinary Procedures**

The following procedures are designed to adjudicate situations involving alleged academic misconduct, recognizing the interest of each of the parties involved:

- In any situation in which an instructor suspects academic dishonesty, the instructor should facilitate a conversation with the student
- If a student admits responsibility in a case of suspected academic dishonesty which does not involve a grade penalty significant enough to alter the student's final grade in the course, the faculty member may handle the case on an informal basis by talking with the student and the student acknowledging the penalty to be imposed, if any.
  - The instructor should fill out an Academic Integrity statement on the website of the Dean of Students. The incident will be documented.
  - Faculty should notify their Department Head or academic Dean about the incident
- In all cases of suspected academic dishonesty in which the student does not admit responsibility or in which the student requests a hearing, the faculty member will contact the Dean of Students. The Office of the Dean of Students will conduct a hearing. The purpose of the meeting will be to provide a facilitated discussion about what may have occurred. The student(s) believed to have engaged in academic dishonesty, and the designee are the only participants in the meeting. No Audio or video recordings of these proceedings will be permitted. Following the discussion, the designee will submit a form summarizing results of the proceedings to the Office of the Provost and Vice President for Academic Affairs.
  - The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences.
  - If no resolution is agreed upon, the Dean of Students will make a decision. The alleged dishonesty could lead to suspension or expulsion, the matter will be

resolved according to the process outlined in Section IV above (Investigation and Disciplinary Proceedings)

- Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
- A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.
- If a student is found not responsible of academic misconduct, the hearing body will refer the paper, assignment, or test to the appropriate department head/school dean who will facilitate a resolution concerning a fair grade for the work in question.
- Upon a finding or acceptance of responsibility, the following sanction will be imposed:
  - If the instructor has published a minimum academic sanction for academic dishonesty in the course or in a written syllabus or other document distributed to members of the class, this minimum sanction will be followed.
  - In the absence of a published minimum sanction, the student will receive, at a minimum, a grade of zero for the work involved.
  - The offense will be documented with the Office of Student Affairs

#### **D. Multiple Offenses**

- If a student is found responsible for academic misconduct as a second offense, the minimum sanction will be:
  - A minimum grade of “F” in the course
  - Student Conduct Probation for a defined period of time, by the Dean of Students.
- If a student is found responsible for academic misconduct as a third offense (or more), the minimum sanction will be:
  - A minimum grade of “F” in the course
  - Suspension from the College
  - Other sanctions greater than those listed, recommended to the Vice President of Academic Affairs or her/his designee

#### **E. Appeals**

- Should this procedure fail to resolve the issue, a student must provide a written appeal to the Provost and Vice President for Academic Affairs within ten (10) working days from the date of the decision. If the Provost believes the appeal to have merit, it will be forwarded to the Academic Review Committee where further hearings may be conducted.

#### **MIDTERM ADVISORY GRADES**

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic

Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

#### STUDENTS WITH DISABILITIES

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with the instructor at the very beginning of the semester and must provide the proper documentation. Such students must be registered with Student Development in Branch Hall (Dr. Maggie Martin and Shubha Chatterjee). Students with Learning Disabilities must also register with that office and must notify the instructor. Notification to the instructor must consist of an official letter of accommodations.

This partial syllabus provides the standard course description and ABAC policies. I have included this at the end of our tailored syllabus for your reference.