English 420: Business Writing, Spring 2019

Multicultural Contexts. Service Learning. Global Social Justice.

Instructor: Sweta Baniya
Office: Heav 327 E
Office Hours: W: 9:30-10:30 AM
& also by appointment
Email: baniya@purdue.edu

Course: Spring-2019; Section- 003
CRN: 18971
Meets: MWF 10:30-11:30 AM
Wetherill hall of Chemistry 212
Website: Blackboard

Course Description

English 420	English 420 teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional-workplace contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large, as well as by the expectations of Purdue students and programs. All sections of English 420 are offered in networked computer classrooms or exclusively online to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their business writing and communication ethically, for multiple audiences, in a variety of professional situations.
Service Learning	The incorporation of service learning in this course will allow us to "work across a number of contexts, with diverse audiences, and on projects of civic significance" (Grabill 92). You will engage in learning to create varied digital rhetoric-based artifacts such as, website designs, blog posts, social media strategies, video documentaries, crowdfunding projects, and podcasts for our international partner Code for Nepal. For more information: http://codefornepal.org/about-us/
Code For Nepal	Code for Nepal is a non-profit volunteer organization based in the US working in the field of digital literacy, empowering women from marginalized communities in Nepal with technology. They mostly focus on increasing digital literacy, building applications to improve lives, increasing access to open data, and promote right to information. (Web: CodeforNepal)
Texts required	12th edition of *Excellence in Business Communication* by Thill & Bovee (ISBN 9780134388144) *Additional readings will be provided via Blackboard
Blackboard	For this class, I will be using Blackboard for all the information related to course, classroom activities, notes, projects, resources. Blackboard can be accessed with this url: https://mycourses.purdue.edu/. I will suggest using Firefox as your browser when accessing Blackboard.

Course Goals

This course is designed based on the triangulation of three different concepts: **multicultural contexts, service learning, and global social justice**. Based on these major goals, below are the detailed descriptions.

Writing in Context	analyzing multicultural-professional cultures, global-social contexts, and diverse audiences to determine how they shape the various purposes and forms of workplace writing-such as persuasion, organizational communication, and public discourse and their effects on global audience.
Project Management	developing and deploying strategies for planning, researching, drafting, revising, and editing documents, both individually and collaboratively
Document Design	understanding and implementing design principles such as format and layout, through testing and revising information architecture
Teamwork	managing distributed teams on line, delivering and implementing effective feedback
Research	locating, evaluating, and using print and online information selectively for particular audiences and purposes; triangulating sources of evidence
Technology	Using and evaluating writing technologies used frequently in the workplace such as emailing, IM, photo and video editing, presentation design, content management, social media, and desktop publishing.

Assignments, Grades

Assignment 1: Job Documents 200 points	In this unit, you will focus on building your professional identity by producing employment documents (résumé and cover letters) that you can use at career fairs and for individual applications. The purpose of this assignment is to highlight the rhetorical aspects of employment documents, develop your individual professionalization, and create a set of documents that you can use and modify for career fairs and specific job applications. ***Deliverables*** take the form of a cohesively branded portfolio, which include: a skills inventory, a memo analyzing your chosen job ad, a résumé or CV, a cover letter, and a written version of your elevator pitch.
Assignment 2: White Paper **240 points**	This project will serve to help you develop a relationship with our community partner, Code for Nepal. In this unit, you will compose a research based well designed **white paper or backgrounder.** This project will task you to research on a topic in the area of your discipline or issues in business communication, non-profit sector, multinational companies with a focus on digital literacy, technology, or some issues in digital communication for empowering disadvantaged communities that highlights the issue of global social justice. Each student will work in team with a particular theme,

however they will produce an individual white paper. The white paper will require extensive primary and secondary research, as well as document and data design. We will also try and apply for service learning grant provided by Office of Engagement at Purdue. You will be using this as a base for your project 3.

Deliverables take form of a preliminary proposal outlining the research question (s), scope, and methods of your project, primary and secondary research, and an infographic based on your initial findings, and a final white paper with a well-designed executive summary that acts as a cover page.

Assignment 3:

Digital Communication Project 350 points

For this unit, you will be working as a team to prepare a digital communication documents for our partner **Code for Nepal**. As a team, you will work closely to produce multi-modal documents for the movement. The project might include: ***a marketing/ communications campaign, a crowdfunding/ Kick starter project for fundraising, social media strategy, an event or awareness, newsletter, video documentary, and an oral history project***. At the end of the semester, you will need to give a presentation to the class.

Deliverables take the form of the final product, a group recommendation report on how this product could be used, a memo from each individual student on the process and future recommendation (2 pages), final presentation.

Reflection Papers

40*3 = 120

Each student will produce three reflection papers over the semester based on the three themes of the class: ***Multicultural communication, Digital Literacy, and Service Learning/Global Social Justice***. Based on these three themes, book chapters, and classroom discussions, you will think through your key findings and write a reflection of single space page- **only one 8x11" size page length**. In this paper, you will do two things: 1) summarize your readings including a personal reflection and 2) "application" of those readings based on the paper day theme and your specific discipline or professional space. **We will read out these papers in the class**. Through these papers, I also want you to think about your larger goals of the class and how will you implement these goals outside of classroom and in the community that you are already part of or will be a part of in the future.

Speaker Series

30*3= 90 points

During our semester, I will invite 3 Speakers to come to our class and discuss their work, research, and how business communication plays a vital role in their professional lives. Before each speaker series, I will share their bio and the topic they will be covering during the class. I expect each of you throughout 3 different speakers' series to ask at least 1 question to the speaker. After each speaker series, you are required to write a 300-400-word response to their talk.

Grading Scale

I grade on a 1000-point scale and I will convert that into letter grades based on percentage. The grade division is as follow: A+= 97-100; A = 94-96; A-= 90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F<60. Please feel free to ask question about your grades. I will be happy to discuss this in my office during office hours.

As restricted by FREPA, I will not discuss your grades via email or in any public setting, such as classroom or hallway.

Evaluation   Final letter grades in this class will be based on the cumulative total of the points that you have earned on the assignments in this class. 1000 total points are possible. Detailed evaluation rubrics for deliverables for units 1,2, and 3 will be distributed in class. In addition to these deliverables, your **professional ethos** throughout the duration of the course and course participation will factor into your final grade.

Course Policies

Technology   **Laptops** are more than welcome to use in classroom for taking notes. But since we are in the computer lab, we will already be working on desktops but if you want to use your laptop then you are welcome to do so.

Google Docs: We will be doing most of our classroom activities via google docs, I would suggest you all to open a gmail account if you don't have one yet. Also, make the email professional in nature.

Cellphone: Cellphones are great technological tools, but when in a classroom they need to be silenced and used only for emergency notifications. There may be times where I ask you to use your cellphone, so this is the only other time you may use it for non-emergency purposes. Also, I highly restrict use of applications like *Text message, imessage (also from your laptop), Snapchat, Twitter, Instagram* when class is on session. **If I see you using apps beyond educational purpose, you will be marked absent. If this repeats more than 3 times, I will email your advisor.**

Headphones: You are welcome to use your headphones while we are in class and working on our drafts.

Attendance   This class requires you to participate in discussions and hands-on writing activities. For the course to be a success, everyone's participation is necessary. For that reason, attendance is required. **You will be allowed 4 absences; after the 5th absence, I will lower your final grade by one full letter grade. After 7 absences, I will lower it by two full letter grades. After your 8th absence, I will ask you to drop out of the class**.

Plagiarism   This is the copying, deliberate or not, of another person's work and/or ideas without the proper citation. This can result in failure of the project, the course, and other disciplinary action. We will discuss it further in class, but you also need to be aware of what it is and how to avoid it. When in doubt, you can always check with me. More information: http://www.purdue.edu/odos/osrr/academic-integrity/index.html and http://icap.rhetorike.org/studentguide

Late work	It is your responsibility for letting me know that due to any circumstances, if are going to be late in submitting any of the projects. Rough drafts are equally important because we will be conducting peer-review workshop on the drafts.
Rewrites	You must come talk to me in person about the possibility of a rewrite. I will consider rewrites on a case-by-case basis.
The Writing Lab	As our class is based on writing and communication, I highly recommend you visit Purdue's Writing Lab in person or online for getting feedback on writing projects or for additional writing resources.
Disability	If you have a disability that requires special academic accommodation, please make an appointment to speak with your me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that you talk about this at the beginning of the semester. It is your responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment or condition that may require accommodations and/or classroom modifications.
Purdue University's Nondiscrimination Policy	Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.
Purdue Honor Pledge	"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together — We are Purdue."
Counselling and Psychological Services (CAPS)	Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995) and **http://www.purdue.edu/caps/** during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.
Emergencies	In the event of a major campus emergency, course requirements, calendar, deadlines, and grading percentages are subject to changes as necessary. Information about possible changes will be communicated by me through email. If you have questions, please email me, and for more information, see ITAP's Campus Emergency website: http://www.purdue.edu/emergency/
Course Changes	The instructor reserves the right to change or amend the syllabus and schedule.

Tentative Schedule for Spring 2019[1]

Week	Monday	Wednesday	Friday
Unit: 1 Job Documents (Week 1-4)			
1: Jan 07-11	Introduction to the class Objectives: Syllabus, Goals,	Thill & Bovee, *EBC*, Ch-1: "Professional Communication in a Digital, Social, Mobile World" **Group Activity: Looking**	*EBC,* Ch -3: "Communication Challenges in a Diverse Marketplace" **Introduction to Assignment 1: Professional Portfolio** *Homework: Bring five Job Ads for Analysis in class for Wednesday*
2: Jan 14-18	Speaker Series 1: (*Schedule might change based on priority of class) **Due: Speaker Series Reflection by 11:59 PM**	*EBC*, Ch-15 "Building Careers & Writing résumés" **In class: Group Activity analyzing and discussing CVs**	Workshop on Skills Inventory + Job Ad Analysis continues. **Individual work time.**
3: Jan 21-25	MLK Day- No class	*EBC*, Ch-16: "Applying & Interviewing for Employment" **In Class: Analyzing Job Applications**	Working on Drafts of the Job Documents.
4: Jan 28-Feb 01	Working on Drafts of the Job Documents.	**Due by 9 AM (BB)**: First Draft of Assignment 1 *Peer Review Day: On this day your first assignment is due for Peer Review. We will spend the classroom day providing feedback to each other's draft.*	**Introduction to Assignment 2:** White Paper In Class: Finding White Papers and analyzing them.
Unit 2: White Paper (Week 5-9)			
5: Feb 04-08	*EBC,* Ch-11 "Planning Reports and Proposals" **In class: Brainstorming Session for White Paper**	**Due by 9 AM (BB)** Reading Aloud the Reflection Paper on Multicultural Communication	Reading Aloud the Reflection Paper on Multicultural Communication *Brainstorming Continue
6: Feb 11-15	**In Class:** Workshop on Primary Research – Planning own personal primary research plan.	Stelzner, "How to Read a White Paper" (on BB) Creating Outline for White Paper.	Research for White Paper **Assignment 1: Final Draft Due on Blackboard by 11:59 PM**

---

[1] **The schedule is tentative and is subjected to change based on class needs and requirement.**

7: Feb 18-22	*EBC*, Ch-12 "Writing Reports and Proposals"	*EBC*, Ch- 13, "Completing Reports and Proposals"	Adobe In-design Workshop via ItaP
8: Feb 25-March 01	Speaker Series 2: Derek Sherman on Rhetorical Listening **Due: Speaker Series by 11:59 PM**	Individual Work time during class	Individual Work time during class
9: March 04-08	**Due by 9 AM: First Draft of Assignment 2** *Peer Review Day: On this day your first assignment is due for Peer Review. We will spend the classroom day providing feedback to each other's draft*	In Class: Conference on White Paper	In Class: Conference on White Paper

Unit 3: Digital Communication Project (Week 11-16)

10: March 11-15	Spring Break	Spring Break	Spring Break
11: March 18-22	**Introduction to Assignment 3** *Brainstorming in class EBC, Ch:4, Planning Business Messages	**Due: 9 AM on BB Reflection Paper on Technology and Writing**	EBC, Ch5 Writing Business Messages **Reflection Paper on Technology and Writing**
12: March 25-29	Speaker Series 3: **Due: Speaker Series by 11:59 PM**	EBC, Ch6: Completing Business Messages *Service Learning Article	Service Learning Articles In Class: Discussions **Assignment 2: Final Draft Due on Blackboard by 11:59 PM**
13: April 1-05	EBC, Ch. 7: Crafting Messages for Digital Channels *Service Learning Article	EBC, Ch 8: Writing Routine and Positive Messages EBC, Ch: 9 Writing Negative Messages	Video Editing workshop with Itap
14: April 8-12	EBC, Ch 10: Writing Persuasive Messages *Service Learning Article	*Service Learning Articles	**Students work on their own + Meetings**
15: April 15-19	**Students work on their own + Meetings**	**Assignment Third Draft Due**	**Students work on their own**
16: April 22-26	Assignment 3 Due: Finals/ Presentation	Assignment 3 Due: Finals/ Presentation	Assignment 3 Due: Finals/ Presentation