

call me:
MB, Michael,
Mr./Professor
Baumann,
Mr./Professor B.

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(317) 450-7972 | HM 333
HRS. T|TH 12:00 – 2:00



ENGL306

BUSINESS WRITING

SECTION 07 | COURSE 1136 | FALL 17 | T|TH 2:30–3:45 | HM 204

OBJECTIVE

- We'll succeed:
- That is, we'll demonstrate critical and creative thinking and respond (in writing) to professional, rhetorical situations by recognizing, theorizing, and practicing business writing genres (with 5 major projects).

EDUCATION

- Approved as an option for the Arts and Sciences upper-level requirement in written communication (WR).
- Also, I mega love this course because I think using language, particularly corporate discourses of power, is super powerful, but not everyone knows about it, and I have always felt like my job is to help with that. Writing also provides a wealth of practical applications for the rest of your education and for future jobs that, if harnessed correctly, will lend you power and success.

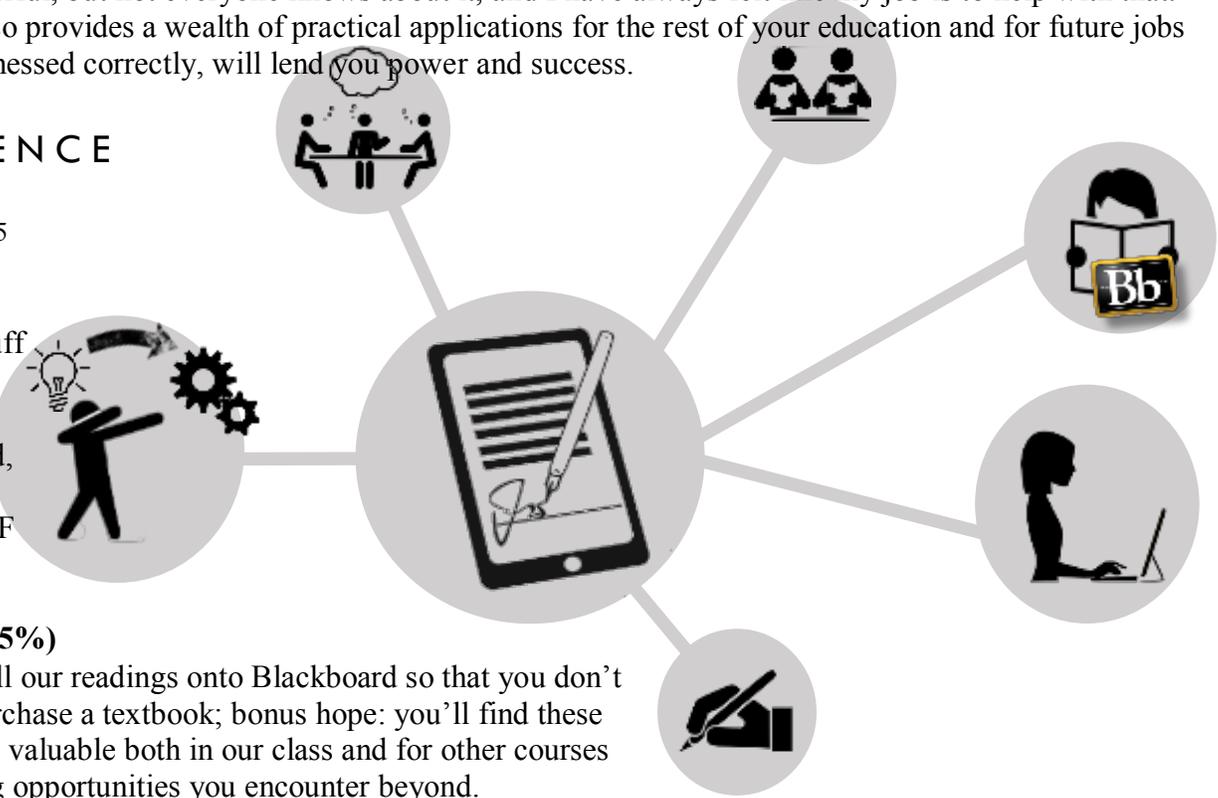
EXPERIENCE

Prerequisite

ENGL 102 or 105

Materials

- Writing stuff
- Access to Exchange, Blackboard, Microsoft Office, PDF reader



Homework (25%)

- I'll place all our readings onto Blackboard so that you don't have to purchase a textbook; bonus hope: you'll find these (re)sources valuable both in our class and for other courses and writing opportunities you encounter beyond.
- Additionally, I'll ask you from time to time to compose informal texts about the assigned readings for homework.
- Finally, I'll ask you to prepare multiple drafts for every major project before you turn in your final.

Participation (25%)

- You should complete in- and out-of-class collaborative work and participate in class discussion as indicated.
- I'll also ask you to attend two required conferences w/me.

5 major projects (50%)

1. Writing in/on the Job **due 9/12**
2. Doc (re)Design **due 10/12**
3. Bus. Comm. audit **due 10/26**
4. Business portfolio **due 11/21**
5. Website-mediated revision **due 12/6**

SKILLS

English Department student learning outcomes (adapted)

- Appropriately respond to business writing situations with an understanding of context, purpose, audience
- Analyze workplace problems and propose clear, precise, and innovative solutions for a specific audience
- Incorporate accurate, relevant evidence to support well-reasoned solutions to workplace issue
- Consider “co-workers’” perspectives with intellectual fairness, empathy, and humility
- Adhere to professional standards and conventions of bus. comm. genres such as letters, reports and resumes
- Revise writing to achieve clarity, precision, and appropriate tone
- Consider multiple perspectives and sensitivity to cultural differences
- Incorporate a multifarious knowledge of document design, format, layout, and professional visual rhetorics
- Reflect a control of the editing process, including the production of documents which exhibit concise language, appropriate format, proper sentence structure, and standardized grammar.

REFERENCES

Communication and self-advocacy

I assume that all of us learn in different ways, so I pursue a personal goal of designing my courses as universally as possible, responding to various literacies, abilities, logics. If you are a student with specific needs (such as social anxiety that might prevent participation in class discussion, medical issues, or a request to change the color of text or provide captions for videos, etc.), you should act as a self-advocate, actively communicating with me and working with our class community to identify barriers to your full participation. Self-advocates identify deficits in the classroom environment and engage productively with the other members of the class to remedy them. Please talk to me as soon as you can about your individual learning needs and preferences; I will not know about your needs and, sometimes legally, cannot talk to you about them unless you let me know first. On a related note, I will employ Outlook Exchange and Blackboard, the official university communications, for this course. It is your responsibility to check your university email and course module **daily** to remain informed of assignments and announcements. Likewise, I will check these platforms daily to respond as immediately and thoroughly as possible to your questions and concerns.

Respect and identity

It is my understanding that our identities and writing capabilities are mediated through (digital) media, gender, sex(uality), (dis)placement, dis/abilities, marginalization, and a number of other social markers. That our identities, then, are writ/ten. That we can (re)write them. Writing is powerful. In our writing class(room), I’m interested in the maintenance of a safe and productive learning environment for each member of our class, so I have little accommodation for disrespect: we all need to respect each other by remaining civil and courteous always. We will often enjoy opportunities to offer our opinions and beliefs; however, no purposefully racist, classist, sexist, homophobic, trans*phobic, ableist, or any other negative communication harmful to an individual or group based on sexual orientation, gender identity and/or gender expression, sex, religion, race, economic class, social status, age, military and/or veteran status, citizenship, nationality, (dis)ability, habitat, political ideology, etc. will be tolerated. Whether something is offensive or not will be determined by the people whom it might offend or their advocates.

Resources

For information about diverse neurological, social, and physical abilities, please contact the Disabilities Resource Center. Also, whether or not you have a documented disability, remember that other support services are available to all students. I strive to be an ally to students who, whether they are distance learners or not, could benefit from any of these exceptionally useful campus resources, links for which I’ve provided on Blackboard: Office of Military and Veteran Student Services, Academic Athletics Services, Counseling Center, LGBT Center, Cultural Center, Women’s Center, Student Recreation Center, and Writing Center (and more).

Academic honesty

Considering intellectual property, copyright, remix, citation, and plagiarism (etc.) in the context of an educational space is even more complex than the navigation of those matrices in the public sphere. I'm interested in teaching you about how future teachers and bosses will expect you to perform academic honesty and in you giving credit where credit is due. If it becomes clear to me that you have not tried to be fully honest with your academic work, we will have to consider applying the range of the university's policies. For example, the University of Louisville's plagiarism policy states: "The University defines plagiarism as 'representing the words or ideas of someone else as one's own in any academic exercise.' Thus, all writing you do for this course must be your own.... Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported to the College of Arts and Sciences." «« that statement is plagiarized.

Grades and feedback

Since all of your writing will be submitted digitally, I will utilize Microsoft Word's "track changes" and "comments" features to provide feedback. Sometimes, though, I might provide oral/aural feedback via MP3 or MP4 files. If you find that you respond best to a particular set of modalities (auditory, textual, visual, etc.), please let me know. My feedback focuses on content more than form: instead of proofreading the mechanics of grammar, punctuation, spelling, syntax, style, and format, I will devote most of my attention to content and critical thought. This does not mean that I will not track all areas of improvement that I can or that you should not be stringent in your proofreading before turning in work. With that said, I am very much an "A for effort" grader: if you demonstrate your legitimate attempt to follow the assignments' instructions, you will generally receive high marks. I will not accept late work or provide extra credit—you need to be a self-advocate and communicate with me as soon as you learn that you cannot complete assignments due to situations outside of your control. **Attendance:** there are 28 days of our class, so each day makes up (roughly, generously) 3% of your overall experience; therefore, excluding university-sponsored activities and other instances outside our control which are always and already excused, and(!) after everyone gets *one* additional automatically excused absence from me, **any missed day after that will result in a 3% reduction in your overall grade.**

Grade grievances

If you have questions or concerns about your progress in this course, please do not hesitate to ask about them. If you are not satisfied with our conversation, you may email an Assistant Director of Composition: adcquery@louisville.edu. (I am one of the assistant directors: I will not handle your grievance in such a case.)

University Sanctioned Grading Scale

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%
		F < 59%	

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide.

SCHEDULE

ENGL306

BUSINESS WRITING

Homework due *that day*

Date	Class action	Homework due <i>that day</i>
T 8.22	Attendance, syllabus, etc. Conference worksheets & in-class writing	Conferences (don't worry—I'll explain)
Th 8.24	Professional/business email	Conferences & "horrible email" pt. 1 *825: last day to w/d w/ 100% tuition remission
T 8.29	Discussion: What is business writing? Assigning Major Project I	Conferences & "horrible email" pt. 2 (revision) Read: Portwood-Stacer, Ramsey (89-91), Kolin(78-84)
Th 8.31	Discussion: What is business writing? & The "You" Attitude	Conferences Read: Ramsey (1-19), Kolin (5-13, 105-09, 120, 180, 359)
T 9.5	Discussion: The "You" Attitude (cont'd.)	Read: Wardle and Johns, Ramsey (20-39)
Th 9.7	In-class workshopping Assigning Major Project II	<i>Suggested pre-reading:</i> Kolin (160-74), Ramsey (49-59, 68-74)
T 9.12	Discussion: Job application process Reviewing Major Project II details	Read: Kolin (152-59), Ramsey (40-48) Major Project I due today
Th 9.14	Discussion: résumés In-class workshopping	Read: Kolin (160-78), Ramsey (49-59)
T 9.19	Discussion: cover letters vs. résumés In-class workshopping	Read: Kolin (179-85)
Th 9.21	Discussion: cover letters In-class workshopping	Read: Kolin (95-104, 110-11), Ramsey (60-74)
T 9.26	Discussion: Typography and ID anchoring In-class activities re: visual design	Read: Schriver and Brumberger, Ramsey (83-87) Buzzfeed font snob quiz
Th 9.28	Discussion: visual design (CRAP) In-class activities re: visual design	Read: Kolin (skim 197-237)
T 10.3	Discussion: templates, etc. In-class workshopping	Read: Arola, Ramsey (88-102) "On October 3rd, he asked me what day it was." "It's October 3rd."
Th 10.5	In-class workshopping Assigning Major Project III	None(!) <i>This time of the semester is the worst, so I was thinking we could do a lot of "flipped" classroom stuff with less stakes and hw.</i>

T 10.10	<i>fall break (no school)</i>	None(!)
Th 10.12	Discussion: What is a business communication audit/analysis?	Work on your projects (II & III) Major Project II due today
T 10.17	In-class discussion (Kucheriavy) In-class workshopping	Work on your project
Th 10.19	In-class discussion (de Vries) In-class workshopping	*10/20: last day to w/d
T 10.24	In-class workshopping Assigning Major Project IV	Work on your project
Th 10.26	Discussion: proposals and grants In-class workshopping	Read: Kolin (303-10), Ramsey (159-63) Major Project III due today
T 10.31	iMovie and PSAs (tutorial and workshop)	Work on your project
Th 11.2	Piktochart and Creative Commons (tutorial and workshop)	Work on your project
T 11.7	<i>no class to provide extra time for individual consultations and campus resources</i>	
Th 11.9	<i>no class to provide extra time for individual consultations and campus resources</i>	
T 11.14	In-class workshopping	Work on your project
Th 11.16	In-class workshopping	Work on your project
T 11.21	Website portfolio tutorial Assigning Final Project	Conferences **Today is our last in-class day. Major Project IV due today
Th 11.23	<i>Thanksgiving break (no school)</i>	
T 11.28	<i>conferences (no class)</i>	
Th 11.30	<i>conferences (no class)</i>	

Reading day.... 12/5
Final due..... 12/6