Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: Writing 3015, Professional Writing

Instructor Name: Marsha Maxwell

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

1. Students should develop an awareness and basic understanding of business sustainability concepts.
2. Students should experience firsthand through Community Engaged Learning sustainability-focused activities to benefit the local community.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

I saw sustainability as a good fit for the course because in a writing course, students need something to write about. Preferably that topic is engaging, complex, and sufficiently broad that students can approach it from different angles and customize it to fit their interests and goals. Sustainability is a topic that engages almost all students and is relevant to almost all businesses, so it is a springboard topic writing teachers can use to teach complex skills like research, argumentation, and audience analysis.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

Business and Sustainability Analysis: Week 4
Business and Sustainability Report: Weeks 5 and 6
Sustainability Policy Memo: Weeks 7 and 8

What motivated you to change your course?
I changed the course because of my personal interests and because it is a Community Engaged Learning designated course. The first time I taught the course, I used internet privacy as a springboard topic to teach the required writing skills, which worked out fine. However, I thought business sustainability would be a better topic for my personal interests and for working with the Bennion Center. During the middle portion of the course, students learn about sustainability topics as they apply to business, and they incorporate that information as they practice writing skills. For the final project, students learn grant writing by helping a community partner with a grant application. Since deciding to focus the course on sustainability, I have decided to work with sustainability-related community partners.
Writing 3015
A Course in Professional Writing
Syllabus—Spring 2017

Section: WRTG 3015-002
Location and Time: T/Th 2:00-3:20 p.m. SW 132
Instructor: Marsha Maxwell
Office: LNCO 3850
E-mail: through Canvas messaging or at marsha.maxwell@utah.edu
Office hours: available after class, or make an appointment

Course Description

The WRTG 3015 course is designed to prepare students for on-the-job writing in business and technical professions. In this class, students will practice writing a variety of professional documents such as resumes, business letters, memos, proposals, and reports. Two key assumptions behind the course are:

Audience

Workplace audiences are very different from academic audiences in how they read and respond to communications.

Writers

Effective communicators in the professional arena always consider audience and purpose as they plan, draft, and revise professional communications.

The Learning Objectives of Professional Writing are for every student to be able to:

- Critically assess and analyze a writing task and its rhetorical context, including the purpose of the communication, its audience, its uses, and its constraints.
- Study the basic features of professional writing genres and learn how to modify these features in response to audience and situation.
- Compose professional documents that are usable, persuasive, clear, accurate, and readable.
- Develop a professional style for working in teams and managing team projects.
Course Materials

- 3015 course website: Additional reading will be made available via our course’s Canvas site. Please consult Canvas for these assigned readings.

Course Requirements

In addition to staying current with readings and contributing to class discussions, you will be expected to complete the following assignments during the semester.

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Points (1000 total)*</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Letter</td>
<td>50</td>
<td>2/07/17</td>
</tr>
<tr>
<td>Resume</td>
<td>100</td>
<td>2/07/17</td>
</tr>
<tr>
<td>LinkedIn Profile</td>
<td>50</td>
<td>2/07/17</td>
</tr>
<tr>
<td>Job Description Memo</td>
<td>30</td>
<td>2/07/17</td>
</tr>
<tr>
<td>Sustainability Policy Report</td>
<td>100</td>
<td>2/21/17</td>
</tr>
<tr>
<td>Sustainability Policy Memo</td>
<td>100</td>
<td>3/07/17</td>
</tr>
<tr>
<td>Individual Progress Report</td>
<td>50</td>
<td>3/21/17</td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>110</td>
<td>Variable</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td>50</td>
<td>TBA</td>
</tr>
</tbody>
</table>

| Group Assignments                               |                      |            |
| Grant Application*                              | 260                  | 5/02/17    |

* The group grant application assignment includes intermediate due dates for sections of the longer document.

Standard for Assignments

Because all assignments must be turned in via Canvas, each project must be computer-generated with standard formatting requirements. (i.e., for memos, proposals and papers: standard 8 1/2 x 11” with 1” margins). Students who fail to adhere to these basic guidelines may have points deducted from their final assignment grade.

Additionally, it is each student’s responsibility to retain copies of each assignment. To prevent problems involving corrupt or lost files, electronic copies of each assignment for this class should be saved in at least two places (e.g., on your hard drive plus your Dropbox, Google Drive, other cloud drive, or personal Zotero library).
Students will be required to submit all major assignments in one of two formats:

- MS Word
- PDF file

The university provides free access to both Microsoft Office and the Adobe Suite. If you need access to these programs, please see the University of Utah Office of Software Licensing website.

Grades

Assignments will be graded using a points scale, which at the end of the semester will be converted to letter grades according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>00-59%</td>
<td>E</td>
</tr>
</tbody>
</table>

Computers and E-mail

I will assume that students have a basic knowledge of computers, including how to navigate the Internet (if you do not, then you should attend one of the free short courses offered at the Marriott Library). Students will be expected to have an email account and log onto our class Canvas site by the end of the first week.

Attendance and Punctuality

Attendance is important for this course. While in some courses you may be able to master the material on your own using the textbook, that is not the case for Writing 3015 or most humanities courses. Students are expected to attend and contribute to class activities and discussions. I recognize that illness or other factors may interfere with your ability to attend class; we are all human beings with complex lives. You will be allowed to miss as many as 3 class periods no questions asked, but if circumstances require you to miss more than 3 class periods, you will need to talk to me about your reasons for being absent to avoid losing course participation points. If you are more than 20 minutes tardy, you will be marked absent.
Late Work

Turn in all assignments on time. If you have a compelling reason for turning in an assignment late, I will work with you, but you need to inform me of that reason ahead of time. For each day an assignment is late (including weekends), I will deduct 10% from your score, not to exceed 50%. Late work will usually be accepted any time during the semester for up to 50% credit. Some assignments, such as peer review assignments, have cutoff dates in Canvas and will not be accepted after that date.

Rewrites

The main objective for this course is to enable students to become better writers. Therefore, you have the opportunity to rewrite any of the major assignments for a higher grade up until the end of the semester. The rewrite policy does not apply to smaller assignments such as the weekly assignments. If you decide to rewrite and resubmit an assignment, please send me a Canvas message so I will remember to regrade it.

Group Work

Students should be aware that this course involves a fair amount of collaborative (group) work. Students must contribute equally to their group’s work (including regular communication with other group members) in order to receive full credit for collaborative assignments. If you are not communicating with your group, or not contributing to the final group assignment, you will not receive credit for the assignment, which is worth more than 25 percent of your grade.

Community Engaged Learning (CEL)

The Lowell Bennion Community Service Center describes CEL courses in this way: “Students in community engaged learning courses connect classroom concepts, knowledge and theories with real people and needs by collaborating on projects designed by the students, faculty and community partners.”

In the WRTG 3015 course, a significant portion of our semester will involve working with a designated Community Partner and producing grant application materials for their use. As part of this work, students can expect to employ many of the skills we will practice during the course of the semester. Students will work with their Community Partner to identify a suitable writing target, expectations, and other document features (including suitable format, organization, content and tone).

As a final requirement of the Community Engaged Learning (CEL) component, student teams
will present their work to the community partner and the class near the end of the semester, explaining how it was researched and prepared, and how it will be used.

**Plagiarism**

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source* (Council of Writing Program Administrators, National Board, January 2003).

Each student must research, compose, revise and submit his or her own original work in WRTG 3015. Plagiarism is against university standards: Section V. A. of the Student Code states that “Students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.” For more information, see the University of Utah Student Code.

**American with Disabilities Notice**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice should be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**U of U Accommodations Policy**

The University’s Accommodation Policy “is grounded in University community held values of academic freedom and integrity as well as respect for diversity and individually held beliefs. The Policy creates a structure for responding to accommodation requests grounded in these values.”

Students who must miss class sessions for University designated activities or religious obligations—or who would request modifications to class content—should refer to the university’s Accommodation Policy.

**Incompletes**

The University Writing Program offers Incompletes *only* under extraordinary circumstances. Incompletes are rare and have to be approved through the department.
**Important U Dates**

Important University dates including drop and withdrawal dates can be found at the University Calendar. The last day to drop classes and not owe tuition is Friday, January 20. The last day to withdraw from classes and receive a grade of “W” is Friday, March 3.
Additional Help

If you need further assistance in this—or any—University course, and would prefer to consult a free, outside resource, the following services are available to students:

 **ASUU Tutoring Center**: Offers subsidized tutoring for U of U students; consult their website.

 **University Writing Center**: Located on the second floor of the Marriott Library, the University Writing Center offers one-on-one assistance with writing. To make an appointment for a 30-minute meeting with a writing tutor.

 **The Purdue Online Writing Lab (OWL)**: This is an exhaustive and broad resource for writers and contains a wealth of valuable information on issues as diverse as multimedia use, citation techniques, resume and grant writing, and grammar and mechanics.

⚠ **Please Note**: All information in this syllabus is subject to change at the instructor’s discretion. Please consult Canvas for the most up-to-date information.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

**Activity Name: Business and Sustainability Analysis**

**Instructor Name: Marsha Maxwell**

State the activity learning goal(s).

1. Introduce ideas about business and sustainability that will be used later in the course.
2. Discuss contrasting opinions about how easy or difficult it is for businesses to achieve sustainability goals.
3. Allow students to practice the important writing skill of summarizing an argument.
4. Allow students to practice the important writing skill of analyzing an argument.
5. Allow students to practice the business writing memo format.

Summarize activity.

1. The class watches 2 TED talks:
   a. "The Case for Letting Business Solve Social Problems" by Michael Porter
   b. "The Evolution of a Corporate Idealist" by Christine Bader.
   c. Students write a short paper summarizing each of the 2 arguments presented in the TED talks, and then discussing the differences between the 2 speakers’ viewpoints.

At what point in your course is this activity delivered?

During the 5th week. This is at the beginning of a unit in which we prepare to write 2 different substantial memos on business and sustainability. The assignment serves as an introduction to the topic.

Provide teaching tips to help other instructors implement your activity in their courses.

Explicitly advise the students to take notes while watching the videos.
Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

I ask the students to do the following:

Write a 400-600 word memo to your instructor with the following information:

- A brief introduction explaining the purpose of the memo
- A summary of the main points from each of the TED talks
- An analysis detailing how the two experts' opinions differ, why you agree or disagree with each, and how these expert opinions might be relevant to writing a corporate sustainability policy for a medium sized business

How effective was the activity? What are your ideas for improvement in the future?

It's a lot easier for students to react to an argument than to summarize it. Students are not used to paying attention to how an argument is constructed, point by point. I usually spend some time outlining each argument.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

Activity Name: Business and Sustainability Report

Instructor Name: Marsha Maxwell

State the activity learning goal(s).

1. Students will learn to conduct thorough research relevant to a real business or industry of their choosing.
2. Students will construct a report in memo format that meaningfully explains sustainability challenges and practices relevant to that industry.
3. Students will understand the sustainability “Big Ideas” that are most relevant to the selected industry.
4. Students will use argumentative techniques including claims, evidence, and a logical organizational structure to explain how sustainability can be understood as it relates to the specific industry.
5. Students will work with a research group to share and organize information.

Summarize activity.

Step 1: Selecting a Business with a Research Group
For this activity, students will be assigned to research groups that correspond with the type of business they would like to research. As a group, students select a medium sized business they would like to focus on, that corresponds with the group’s research interest. A medium sized business is one that has between 100 and 999 employees.

Step 2: Conducting Research
Students conduct research on three different topics: what sustainability means in a business environment, what best sustainability practices are like in the target industry (what other similar companies are doing to address sustainability), and what problems the business has that could be addressed by creating a sustainability policy.

Step 3: Structuring the Report
Students create the report as a memo, using a standard memo format.

The suggested length of the report is 1000-1300 words. The suggested structure of the report is the following:

- Introduction: A brief opening paragraph that reminds the reader of the purpose of the report. States the “problem,” which is that management wants to explore the possibility of creating a sustainability policy to improve company operations.
• Benefits/Purposes for creating a sustainability policy: How can creating a sustainability policy improve the operations of this business?

• Sustainability concepts or “Big Ideas” relevant to your business: Help the management understand what sustainability means in a business context, and how sustainability concepts could be relevant for the specific business.

• Problems your business is facing that could be addressed by creating a sustainability policy: Where are the gaps in this business’s sustainability practices? What are existing problems that a sustainability policy could address?

• Best practices from your industry: What are other businesses in the industry doing to address sustainability issues? Cite specific businesses, or general guidelines from the industry.

• Conclusion: What should the company do about sustainability going forward? What general issues should be considered when crafting a sustainability policy for this business? What, in general, might be the benefits?

• Bibliography: A short bibliography of at least 4 sources used to create the report.

At what point in your course is this activity delivered?

During the 4th week. This is the first of 2 memos the students write concerning business and sustainability. This one, the first, is a report, and the second is a policy.

Provide teaching tips to help other instructors implement your activity in their courses.

It’s a bit of a negotiating process creating the research groups. Usually a few people will have companies they are passionate about or have a personal connection with, and other students will follow along. Groups of 3 or 4 work well. I have the groups share research, but write their reports individually. Each person is writing their own version of the same report, based on shared research. It’s a writing class, so for this assignment I’m creating the opportunity for each person to be evaluated based on their own writing.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

When it comes to assessing learning and attitudes, I circulate among the groups and chat with them when they have group working time in class. In addition, there is a formal midterm progress report shortly after the conclusion of this assignment.
The assessment criteria for the assignment are as follows:

- Is the report written with the reader in mind?
- Does the report follow standard memo format?
- Is the “subject” line specific, providing a preview of the report’s content?
- Does the introduction include the general problem (the “big picture”), the specific question or task being dealt with in your memo, a clear explanation of why the report is being submitted or what it is intended to do, and how significant it is to the reader?
- Does the report explain the benefits of creating a sustainability policy?
- Does the report explain how sustainability is relevant for this business?
- Does the report explain what business problems could be solved by a focus on sustainability?
- Does the report explain best sustainability practices from other businesses in the industry or the industry in general?
- Does the report include recommendations that will be helpful for crafting a sustainability policy?
- Does the report include information from reliable, appropriate sources?
- Are the sources listed in a short bibliography?
- Does the report include headings to help the reader survey and locate information on the page?
- Does the document use the most appropriate typefaces, sizes, styles or alignments?
- Does the document have enough white space?
- Does the document use bullet lists where appropriate?
- Is the writing correct in terms of grammar, spelling and punctuation?
- Is the tone appropriate for a business report?
- Does the report meet the required length of 1000-1300 words?

How effective was the activity? What are your ideas for improvement in the future?

I like this activity. I’ve used it for 3 semesters, so I think it’s pretty much the way I want it. I regret that we are only spending a couple of weeks on business sustainability, a subject that other students would study for many months, but I do think it’s a decent overview.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

**Activity Name: Sustainability Policy Memo**

**Instructor Name: Marsha Maxwell**

State the activity learning goal(s).

1. Allow students to practice the business writing skill of policy announcements.
2. Allow students to apply the research they have done about sustainability issues for a specific industry, and how sustainability concepts could be applied practically in a specific business.

Summarize activity.

For this assignment, students write a memo announcing a new or revised sustainability policy for a medium sized business. This is a real business that students have researched for a previous assignment. Students write as if they were upper management level employees of the company who, after researching how sustainability issues affect the company, are now ready to recommend specific sustainability policies. The policy announcement uses standard business memo format. The suggested length is 1000-1300 words.

The suggested structure for the memo is the following:

- **Introduction**: The introduction should explain the reasons for the policy, as well as explain the thinking behind some of the recommendations.
- **Specific recommendations**: Make specific recommendations for sustainability policies that will benefit the company and the community. Connect the policy recommendations to the sustainability ideas you have studied. Make a reasonable number of policy recommendations: 4-7 recommendations is probably a good estimate.
- **Implementation**: Include general ideas for how the policies will be implemented. This section does not need to be extremely detailed. Detailed implementation plans are for later stages of the process, but some general directions for implementation are appropriate from the beginning.
- **Next steps**: Business audiences often read with the following question in mind: What am I supposed to do with this information? Give the audience some idea of what they are supposed to do next.
At what point in your course is this activity delivered?

During the 7th week. This is the second of 2 substantial memos the students write about business sustainability. The first is a report. In the first memo, students give information about sustainability issues and best practices for the industry they have chosen to research. This second memo applies that information as a policy.

Provide teaching tips to help other instructors implement your activity in their courses.

Students need help picturing the impact these policies will have, for employees, management, and customers. Discuss the practicality of the policies, as well as how to word the policy memo to achieve cooperation.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

These are the assessment criteria for the memo:

- Persuasively argues for the policy recommendations
- Backs up assertions with sound reasoning and good evidence (including data, logic, and examples)
- Addresses counter-arguments
- Takes into consideration the needs of possible secondary readers and stakeholders
- Uses tone, word choice, and level of technical detail that are appropriate for the intended audience
- Effectively uses memo format
- States in the opening the main point and purpose of the document
- Presents ideas following a logical pattern of development
- Employs unified paragraphs (focused on only one idea), with topic sentences that introduce the topic of the paragraph and provide a transition from the previous paragraph
- Is free of errors in grammar and mechanics (including spelling, punctuation, and capitalization)
- Includes headings to help the reader survey and locate information on the page
- Uses the most appropriate typefaces, sizes, styles and alignments
- Uses adequate white space
- Uses bullet lists where appropriate
- Meets the required length of 1000-1300 words

How effective was the activity? What are your ideas for improvement in the future?
I don't have a lot of plans for changing it, because I've used it for 3 semesters and already improved it compared to prior versions. I'm sure I will always look for good and bad examples to show the students, because analyzing successful and unsuccessful iterations of the thing they are trying to write seems to help them more than anything else.