



LJWL(es)

WRI 3065 sec 1 (3)

Writing for Professional Careers

Spring 2021

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| Meeting days: T/R | Instructor title and name: Breeann Kyte Kirby |
| Meeting times: 1:30pm – 2:45pm | Office: BAC 122/ https://pointloma.zoom.us/j/3179624189 |
| Meeting location: Hill 5 (parking structure) | E-mail: bkirby@pointloma.edu |
| GroupMe: WRI3065 | Instagram: @naturenarratives |
| Final Exam: R/ 10 June 1:30pm | Office location and hours: By appointment |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FAQ

COURSE DESCRIPTION

What am I going to learn in this class?

WRI 3065 is an undergraduate course designed to grow your ability to communicate well in a professional capacity. We will study and practice a craft that blends critical thinking, transactional writing, uses of appropriate rhetoric, and common sense. The learning process also includes unlearning many assumptions about professional writing. Further, you will spend time workshopping each other's drafts which is teach you to not only respond and give outside critique but also to look at your and others' works with an eye not only for grammar and effective communication but also for rigor in support, rhetoric, and aesthetic. Finally, good writers are good readers; though we have a set handbook that will cover the mechanics effective business writing, we will also read various essays about aspects of professional writing.

The **Writing Program Learning Outcomes** are as follows:

1. Apply artistry and advanced skills in various forms and genres of writing;
2. Demonstrate knowledge of the conventions and terminology of various forms and genres of writing;

3. Engage in writing and editorial processes in a professional environment;
4. Present written work to live audiences, demonstrating strategies for audience engagement and oral communication.

The **Course Learning Outcomes (CLO)** for this class are as follows:

1. Identify appropriate transactional writing styles for specific professional situations.
2. Analyze professional writing to determine efficacy for target audience.
3. Craft a variety of transactional texts appropriate for audience and purpose.
4. Format texts in a genre-appropriate and professional manner for submission to workshop and publication.

Why do I have to take this class?

The short answer is that unless you are a writing major, you don't have to take this class. The better answer is that this class will make you a better critical thinker and writer—skills you can take from the classroom into many areas of your life. Being able to read, analyze, synthesize, and write effectively gives you agency¹ in whatever field you may enter.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

What do I have to buy for this class?

1. Roman, Kenneth and Joel Raphaelson. *Writing that Works*. Harper Collins, 2000.
ISBN: 9780060956431
2. Printouts from Canvas as well as your essays— plan your money accordingly (~\$50).
 - a. You will make copies of various pieces in your portfolios for the class to workshop
 - b. Part of your grade will be printing out some essays on Canvas, annotating them, and turning them in to me.
3. Pocket folder (not a three-ring binder) to turn in your work.
4. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. It is your responsibility to PRINT these texts out for annotation purposes and bring them to class. PLNU COPYRIGHT POLICY Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Are there any resources I can use online and/or on campus to help me?

Yes. The following are a few of my favorites.

Tutorial Services (i.e. tutoring, paper editing, review sessions & Academic Coaching) will be offered virtually during the 2020/21 academic year via *Brainfuse* and select Review Sessions will be conducted in Canvas. *Brainfuse* allows students to be tutored by faculty-recommended PLNU tutors and non-PLNU tutors. Tutorial services via *Brainfuse* include live tutoring, writing labs, and language labs for foreign languages. Tutoring in *Brainfuse* has the capabilities of screen sharing, smartboards, and audio/video capabilities. You can contact tutorial services at TutorialServices@pointloma.edu.

¹ The ability to act with power and authority.

The Library has not only many books but also databases that allow you to do specific searches for any topic you want. Further, it also contains very helpful librarians who can assist you.

Canvas will contain this syllabus, the assignments, some readings, and other fun sundries throughout the semester. Sometimes you might have to print them for class. Please check Canvas regularly.

OneLook is an online database of dictionaries www.onelook.com.

Wikipedia is an online encyclopedia www.wikipedia.org. Though this site can have errors from time to time, it is a wonderful place to look up any person, place, or event you encounter in your reading that you do not know. While I love Wikipedia for its ability to quickly provide information, **DO NOT** use this as a source for your papers.

Me I am available to answer any questions you may have. You can schedule appointments to see me in class or email me—**please include “WRI 3065” in the subject** line of your emails to me.

ASSESSMENT AND GRADING

How do I pass this class?

1. Come to class
2. Do all the assignments
3. Turn them in on time

What specifically does that look like?

We’re going to learn about what transactional writing looks like in the professional world and then create pieces of your own that you can then take with you when you graduate as a portfolio for things like a job, internship, or graduate program.

That’s a lot to pack into a semester course that meets for about an hour a few days a week. But we’re going to give it the clichéd good college try by writing often. Writing skill is like a human muscle, if you exercise it regularly, it gets strong and doing the work gets easier.

Some of the writing will be your creating a portfolio of work that presents your “brand” and professional presence in the world with the idea that you will be able to use this portfolio or pieces from it to apply (as stated above) for a job, an internship, or a graduate degree. Some of your writing will be a portfolio of transactional writing that is specific to your current career aspirations. With this portfolio, I aim for you to gain proficiency in types of writing that you might actually produce once you’ve moved into your post-bachelor career. Some things will be universal—everyone needs to know how to write a professional email. But some things will be specific to your career goals, and you will find out what those things are. Not everyone will write a fundraising letter—I never have; not everyone will write grants—I’ve written many.

However, with all the writing we will do, the main thing is that you get your ideas clearly down on paper. So even if you end up in 20 years writing a memo that you didn’t write in this class, you’ll know how to find examples of memos and how to express your ideas well. That last one is the hard part: expressing ideas on paper. I emphasize revision and process because most of us need to produce what Anne Lamott calls “shitty first drafts” before we can see where our ideas

need work. You will write a lot of “shitty first drafts” in this class. And you will help each other find the good ideas, the clever sentences, and solid descriptions within those drafts, turning those first drafts into coherent and engaging final products. In those initial versions of a piece, you may not have perfect grammar, that’s okay—no writer ever does. In the process of revision, the grammar gets cleaned up.

Writing is less like chipping away at a marble sculpture to reveal a finished piece and more like a caterpillar transforming into a butterfly: the end product may look nothing like your first draft. But the first draft carried all the source ideas (the DNA if you will) that lets you break your piece down to primordial goo and rebuild it as a butterfly.

There will be some sort of writing due every week. This isn’t to scare you but to let you know the pacing of the writing. Some assignments may have more than one due date. The first date is for you to turn in something that you think is the best you could do while the second date is for a final submission after you’ve worked with your peers on it.

So does this mean that my first drafts can be some stream of consciousness string of text I wrote during chapel right before class?

Nope. That is not a first draft. That is what my writer friend calls “draft 0” and I call “spew.” That in-chapel, quick putting down of your ideas is a NECESSARY part of writing, but not the “shitty first draft” that others can work with. Going back to our caterpillar/butterfly analogy: a caterpillar may look nothing like a butterfly, but it’s still a viable organism—it can live and breathe on its own. Your first draft needs to look like a caterpillar.

Okay that’s all fancy words and images but what does that practically look like in my busy life as a college student? What’s the bare minimum I can get away with in a draft?

Unless done in class, your first draft needs to be

- a. Typed and double spaced in the appropriate format (formatting can vary depending on the piece you are writing (e.g. a grant vs a memo; however, if no formatting is specified, the default is MLA);
- b. Demonstrate you have been thinking about what you are writing about;
- c. Be free of typos.

Ha! So I do have to have perfect grammar in my first draft!

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is Breeann Kirby (another typo is spelling my name wrong—or your name, for that matter). Or when you are writing.² You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your paper at least once before you turn it in (pro tip: read your paper out loud. You’ll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

² Note the three typos here.

What are the specific assignments?³

Contract (7%) You will write a contract for your grade in WRI 3065 and then reevaluate it twice in the semester.

Personal Portfolio (20%) You will save EVERY bit of writing and revision you've done in this class, organize it by date and submit it at the midterm as a portfolio of your work and progress as a writer. If you want to know what you need to put in the portfolio, look at the assignments listed below.

Memo: Application Proposal (3%) You will write an email formatted like a memo explaining what specific job/internship/graduate program you are shaping your pieces in your personal portfolio around.

LinkedIn Account (7%) You will set up a LinkedIn account.

Master Resume/CV (4%) You will construct a master resume or curriculum vitae, depending on the organization you wish to apply to.

Cover Letter (2%) You will write a cover letter that will accompany a resume/CV on a job application.

****Statement of Purpose (3%)** If you are contracted for an A, you will write a statement of purpose (SOP).

***/**Biography (1%)** You will write your biography.

Professional Portfolio (26%) You will save EVERY bit of writing and revision you've done in this class, organize it by date and submit it at the final as a portfolio of your work and progress as a writer. If you want to know what you need to put in the portfolio, look at the assignments listed on this page.

Memo: Types of Professional Writing for Your Chosen Career (3%) You will send me an email memo that lists the types of writing that are done in your chosen career path. From that list you will put together your Action Plan/Proposal.

Action Plan/Proposal (7%) You will write an action plan for how you intend to choose material for and create your professional portfolio

Three to Five Individualized Pieces (13%) Your professional portfolio will be unique to you. For example if you are a scientist, your professional portfolio might include a **grant proposal, a research paper, and scientific protocol.** The number of pieces you will include in this proposal will depend on the types of projects you would do for your career, but you will at least create three. For the sake of clarity, I call these pieces Thing W (W = workshop), Thing 1, and Thing 2.

***/**Revision (3%)** If you are on an A or B contract, you will revise 2 (for A) or 1 (for B) of your Things for your final portfolio.

Workshop and Critiques (10%) You will be divided into groups to workshop each other's profession pieces. For each of you, we will workshop one piece as a class (THING W); everyone no matter your grade contract must attend the workshops and give verbal feedback. Everyone on an A or B contract will be required to write a 300-word memo-style critique of each THING W (so you will write 21 of these). If you are contracted for an A grade, you will also workshop the other two THINGS of your group via Canvas (an additional 4 – 6 critiques).

³ * denotes a B grade assignment/ ** denotes an A grade assignment.

Presentation of THING W (7%) You will do a short presentation of your professional piece of writing that you've chosen to workshop in class. This presentation will let us know what kind of writing your piece is, how it connects to your profession, what are its goals, and a rubric as to how we are to critique it (the rubric will be a handout attached to your Thing W).

Midterm Presentation Personal Portfolio (10%): You will present your personal portfolio, taking us through your LinkedIn account and explaining where you are interested in applying and how your portfolio meets their requirements.

Final Presentation Exam Professional Portfolio (10%): You will present your professional portfolio of writing to the class, explaining your chosen vocation and the types of writing needed for that vocation.

In-Class Work and Participation (10%): Because writing is a process, you must engage in that process to get anything out of it; meaning, you must interact with the instructor and the other students in class and via email (when appropriate) as well as engage in the thinking/writing/drafting/revision process. Those who are contracted for an A or B will have some specific additional small assignments due to count towards this percentage. All of you must talk and offer considered feedback in workshops to participate. Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. If you wish to earn this grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out. Make it your goal to come up with one good thought for every module and to share it. If we meet face-to-face, you must turn off your cell phones when you enter the classroom; use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed for days we write or to access the reading in digital format; **however, if you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas and/or in class

There are other people in this course and I am shy about speaking or sharing my writing publicly. Do I really have to talk and share my work? And if I do, how do I know that I will not be treated unkindly?

First, I feel you. I actually have a strong sense of stranger danger and hate talking in front of people. I am nervous every time I teach, but practice has made it easier and easier.

Second, it is important for you to practice speaking and sharing writing publicly now when you are in a safe space with an advocate (me); again, practice will make it easier and easier. Respect in this course is a must. Again, this course is a safe space. As we discuss and analyze each other's works that may address potentially emotional topics, we will encounter many different viewpoints within the course. Much of the work we will do in this course is cooperative. You should think of all your reading, writing, and speaking for and in course as public, not private, discourse. **By continuing in this course, you acknowledge that your work will be viewed by others in the course.**

For those of you who are already strong and confident in your opinions and abilities, be sensitive to others who are not. Sometimes take the lead in recognizing when others want to talk, asking them for their opinion and feedback. In order to be a good participant in this course, you must be sensitive to your fellow learners, recognizing them as human just as you are.

As we share our work, personal insults and comments will not be tolerated. I will ask you to leave the discussion or class if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me.

For all of us, assume the best about the person speaking. Sometimes we need to hear what we are saying before we understand exactly what we are saying. Ask for clarification; respectfully disagree. The best rule to follow: **be kind.**

A lot of course discussion seems to come from our outside experiences and opinions, do I need to take notes?

Absolutely. Note taking is a valuable skill in every discipline and should be practiced whenever possible. Sometimes I may SPEAK information during lecture that is important. It is your responsibility as an active participant to take notes.

IF WE MEET F2F: This is COVID-times, will I be required to wear a mask in class?

Absolutely yes. I know that different groups of people have differing opinions about masks, and I respect the conclusions that all of us have come to about this highly unfashionable and uncomfortable item of clothing. However, I'm going to follow PLNU's official policy that while we are face-to-face all of us will wear masks give each other at least 6 feet of social distance. Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in my course. If you don't want to wear a mask, I respect that choice, but I will ask you to leave our gathering and complete the participation via the online options that I have provided.

Here is some official PLNU language about COVID-19 safety in class:

Everyone in class will wear a face covering, unless there is a documented health related issue. If so, students should work with the Disability Resource Center to discuss their needs. The instructor can also use a face shield in place of a mask if at least 6ft distanced from everyone, if closer instruction is needed, they must use a face covering, either by itself or under their face shield.

A face shield is not an acceptable replacement for students, unless worn over a face covering. Faculty are being allowed this adjustment to aid students who may be hearing impaired and facial gestures or reading of lips is needed.

If a student arrives in class and is not wearing a face covering, the faculty will ask them to wear one. If the student refuses, the faculty will ask the student to excuse themselves from class. If the student refuses, the faculty member will call campus safety to escort the student. In either refusal case, a conversation should be scheduled between the chair of the department and student. Failure to follow communicated health guidelines will be considered a violation of the Student Handbook and can result in student conduct

sanctions up to and including loss of housing privileges or suspension. These sanctions will be communicated by a Resident Director or the Dean of Students.

What if I've had the vaccine or COVID already?

Right now, the research hasn't clarified if someone who has the vaccine can still shed enough virus to infect another person and research is showing that there are multiple strains of SARS COV-2 (the name of the virus that gives us COVID—COrona Virus Disease) that can reinfect even a person with antibodies to another strain. While most of us may be healthy and not too concerned about the effects COVID may have on us, we don't know each other's personal situations outside of the class. Perhaps someone has a person in their home who is high risk and wasn't able to get the vaccine. It is an act of kindness to continue to wear a mask even if you are no longer threatened because someone else may still be.

OMG I am SO tired of COVID and masks!!!

Trust me: we all are.

How will I know my grade in the class?

Because writing is a process, I want you to be able to engage in your work, taking the tools you learn from each piece you produce into the next without worrying about how many points you might lose on an individual piece of prose. To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that you can **choose** which grade you would like to earn right now at the beginning of the semester and then **allocate your time wisely** to earning that grade. A written contract is due the third week of course that states the grade you intend to earn in the course as well as the work you will do to meet contract; I will then ensure you meet your learning goals. At the midterm, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

Everyone defaults to a C-contract which is earned entirely on the basis of what you do—on your conscientious effort and participation. **This grade does not come from my judgment about the quality of your writing; but rather, your engagement with the process and whether or not you demonstrate that you are attempting to use the tools focused on in the specific essay** (I will have detailed instructions for each essay on CANVAS). However, grades higher than C are predicated on my judgment of your writing and completion of few extra assignments. A and B-work is determined on your extra effort and engagement as well as the stellar quality of your writing. For all grade contracts, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback. Though you will not get an individual score on your papers, I will give you one opportunity to redo the work if it does not meet contract standards. This redo is due back to me the next day the class meets. **If I accept your work, it means you met contract and are earning the grade you chose.**

If you are interested in a grade lower than a C, please meet with me to discuss your options.

To earn a C (75%) grade in this class, you will

1. engage in course content regularly, accruing no more than 3 “absences” this semester;
2. come to our meetings on time (being late 3 times counts as one absence);
3. write a contract at the beginning of the semester with your grade and evaluate it once;
4. contribute to class discussion and participate in designated PARTICIPATION activities;
5. read every essay/book chapter assigned;
6. give thoughtful peer feedback during class workshops and work faithfully with your groups on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, in-class activities, answering peer questions—including a formal critique of the people in your group’s resume/CVs and biographies);
7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
8. meet due dates and writing criteria for all the writing assignments (except those designated A or B assignments);
9. submit your portfolios with writing assignments in it;
10. attend an individual conference with me;
11. present your Thing W to the class;
12. present your personal portfolio at the midterm;
13. present your professional portfolio at the final.

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**For a grade of C+, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

To earn a B (85%) grade in this class, you will do all the work for a C-contract at an excellent level as well as

1. write a contract at the beginning of the semester with your grade and evaluate it twice during the semester;
2. in addition to the regular participation work, you will complete the “Petal Exercises,” including writing seven short stories of your life;
3. write your biography;
4. revise one of your Things;
5. write formal critiques of every class member’s Thing W (21 total).

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**For a grade of B+, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

To earn an A (100%) grade, you will do all the B work to a high level of excellence as well as

1. turn in reading take-aways for all the readings;
2. write a handwritten letter to one of your colleagues;
3. create a statement of purpose for your professional portfolio;
4. revise two of your Things.
5. write formal critiques of the Things 1 & 2 for your colleagues in your group (6-8 total).

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

A note on how much time you should spend on an assignment: While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. To meet accreditation, you are expected to spend 112.5 - 120 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

| Hours | Activity | |
|--------------------|--|-----|
| 10 | Reading | |
| 35 | Class Participation (including meeting, various activities, and listening to lectures) | |
| 71 | Assignments | |
| | Contract | 2 |
| | Personal Portfolio | |
| | Memo: Application Proposal | 2 |
| | LinkedIn Account | 2 |
| | Master Resume/CV | 1.5 |
| | Cover Letter | 2 |
| | **Statement of Purpose | 3 |
| | */**Biography | 1 |
| | Presentation Personal Portfolio | 4 |
| | Professional Portfolio | |
| | Memo: Types Professional WRI | 2 |
| | Action Plan/Proposal | 2.5 |
| | Individual Pieces (Things 1- 4 + Thing W) | 12 |
| | */**Revision | 2 |
| | Workshop and Critiques | 30 |
| | Presentation Thing W | 1 |
| | Presentation Professional Portfolio | 4 |
| TOTAL HOURS | | |
| 116 | | |

Of course, some of you will take shorter or longer to do a particular activity. The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. If my estimates are off, please let me know so I can revise this time-table for the future.

Speaking of hours, I just looked at the schedule outline and noticed that some weeks have an estimate of 15 hours of work!! Don't you know/care that I have other classes?

Yes, I know and care that you have a full course load and that this course is only three units out of 15-18 units you may be taking. This is why I took the time to figure out the hours for assignments, reading, and participation so that I wouldn't be unfair in my expectations. The calculations for the weekly hours is a worst case scenario if you happen to push off working on a project until the week it is due. My actual expectation is that you'll note your larger projects and allocate time across the semester (especially on light weeks) to work a little bit on them at a time. This way, you won't have any 15-hour weeks because you'll have prepped ahead.

It's halfway through the course, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. The only time I will initiate contact about your grade is if you are NOT meeting your contract. However, you are always welcome to ask me about your grade or performance in course at any time in the semester.

| | |
|----|----------------|
| A | 93-100 Percent |
| A- | 90-92 |
| B+ | 89-88 |
| B | 87-83 |
| B- | 82-80 |
| C+ | 79-78 |
| C | 77-73 |
| C- | 72-70 |
| D+ | 69-68 |
| D | 67-63 |
| D- | 62-60 |
| F | Below 60 |

Will you assign extra credit?

During a given semester, opportunities for extra credit may arise. These assignments are often difficult. These tasks give you a chance to make up elements of our contract; therefore, they require *extra* effort.

How do I contact you?

At the top of the syllabus, all of my contact information is listed. In the subject line of your email, please indicate **WRI 3065**. If you don't, I will sweetly remind you to format your email correctly.

Also, I have set up a GroupMe for our class. You can join here:

https://groupme.com/join_group/65701363/yYgDtdOK or through the email invitation I sent you. You may text me through that as well. You are welcome to text me at any time; however, I will commit to being responsive to your texts between the hours of 9am and 8pm, Monday-Thursday. If you text outside of those hours, I may or may not respond right away. ALSO, if you direct message me, sometimes GroupMe hides the initial chat and I won't see it. So the first time you DM me, please also send an email to let me know to look for you.

Finally, I am on Instagram as @naturenarratives. You can follow and DM me there. I will not follow you unless you give me permission to do so.

I also have an extensive FAQ on Instagram in your "Do This Before Anything" Module. While you don't need to be on Insta for this course, you might want to check out some of the helpful information about correctly citing people's work you share on your own account.

INCOMPLETES AND LATE ASSIGNMENTS

What if I turn in a late assignment?

All assignments are to be submitted/turned in by the dates noted in the week's module—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

That said, life happens to all of us, including me. So sometimes we miss deadlines. If this happens to you, please talk to me if you know you will miss one ahead of time OR email me immediately if you do miss one. Remember to put **WRI 3065** in the subject of your email, or I will sweetly request that you do so before addressing your concerns.

If you habitually turn in late assignments, you risk negating your contract. We will talk about this further as a class to discuss what is a reasonable policy to accommodate our workshop schedule.

What if you don't accept an assignment?

If your assignment does not meet the standard of our contract, I will hand it back to you. You will then have until the following Monday to revise it to meet contract.

What if I don't turn in an assignment at all?

I will still like you. However, failing to do assignments (or adequately revising any ones I request) will result in a voided contract and possibly a letter grade of D or F for the course. Of course, you should chat with me about any circumstances that maybe had you miss an assignment because we may be able to revise your contract to a satisfactory end.

PLNU ATTENDANCE AND PARTICIPATION POLICY

You must participate to pass the class. However, I do understand that emergencies do come up. If you do choose to skip a portion of the course, you are responsible for the material covered and assignments given/due. **You must get this information from another student (not your instructor).**

As PLNU notes,

*Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.*

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Distracting and disruptive behavior will be considered an absence.

I still don't get it. What is the difference between fully online and hybrid?

This is something that is confusing many students in part because there are other terms you have to know as well.

*Fully online means that you will do all your coursework and class meetings through a device in an asynchronous format.

*Hybrid means that part of your coursework and class meetings are synchronous and may be on a device and part may be F2F.

*Remote Learning means that you will do all your coursework and class meetings through a device in a synchronous format.

*Face-to-face (F2F) means that you will meet in person for each class period and some of your coursework.

And here are the pesky terms a lot of you aren't getting: synchronous and asynchronous.

*Synchronous means that you will meet at a specific times and days each week as a class.

*Asynchronous means that you will not have a specific meeting time and can do your coursework and engagement with each other on your own time as long as you meet due dates and deadlines.

Many of you are confusing remote learning (synchronous) with fully online (asynchronous). While you were given a choice to opt out of hybrid or F2F teaching this semester, in most cases

you were not offered a fully online option. Most classes are designed to be hybrid or remote learning.

So how do you know what is what?

1. Look at your schedule. If there are course days and times listed (such as this course meeting T/R), then chances are the course will be synchronous whether you are hybrid, F2F, or remote learning. If there aren't any days and times listed, then the course is probably asynchronous and fully online.
2. Email the professor and ask using the words "synchronous" and "asynchronous." That's a bit more clear because we all are mixing up what fully online and remote learning means.

This is my own 2 cents here: I know that some of you got jobs that aren't respectful of a full-time student load. My advice is to revise your job situation. PLNU is not the kind of university where you can work a full-time job that doesn't have flexible hours during the day. And even though this semester is still pretty wonky as far as organization goes, you are doing yourself a disservice if you try to squeeze your courses into your working life rather than vice versa. You are paying a lot of money for this education. Treat it like the main job.⁴

Okay, Prof. Kirby, that's all well and good but it is COVID-times and I want to know about YOUR class. So what if we aren't meeting as a class or I catch Miss Rona or I have clearance to take this class fully online?

Because this is COVID-times and things get squirrely fast, I have tried to build in flexibility within our course for the contingency that we won't be meeting face to face. Thus, I've designed this course as a **limited synchronous F2F hybrid**. What that means is content will be available via videos and "Craft Resources" pages in the weekly Canvas modules, and our face-to-face time will be reserved for group discussion of the text, clarification of content, and other participation/writerly activities. These activities will also have a counterpart on Canvas or via Zoom if we aren't able to meet F2F. I will expect you to have read and familiarized yourself with the "Craft Resources" **BEFORE** we meet.

How is this class working as a hybrid? I've never taken one of those kinds of classes before except for last semester which was really hard.

I've never taught this course as a hybrid, and last fall was my first attempt at online. So we are in the same boat. I've spent the summer and fall doing a lot of learning about how hybrid and online courses function, and I have definitely learned: **IT WILL NOT BE THE SAME AS A FULLY FACE-TO-FACE COURSE**. I think it's important for us all to note and mourn that there is an element of connection and accountability that will be lost in this format, especially if we can't meet at all. At times, it may feel weird and lonely. But deep breath. We are in this together and I've set up some things that I hope will ensure your success in the class.

⁴ I paid for my own college and graduated in heaps of debt that I am still paying off, so I am not treating working or debt lightly. I'm just offering from my own experience as someone who had to work through college: treat the education like the investment it is.

1. **All online content will be asynchronous.** This will allow all of us the breathing room to address whatever else is going on in their lives.
2. **We will meet every THURSDAY** for class discussion/workshops (either F2F or Zoom). **There is an OPTIONAL TUESDAY writing space** on Zoom from 2-4pm. Here you can join me in parallel play of writing with a camera on you. I don't care what you work on and you can pop in and out as you need to. I know that I need time in my writing practice and I wanted to offer that same space to you. You can access this space via this zoom link or the calendar invitation I have sent you: <https://pointloma.zoom.us/j/95697018669>.
3. **MANDATORY class meeting time.**
 - a. We are meeting F2F the first day of class.
 - b. Everyone must meet the days we workshop whether F2F or via Zoom.
4. **Critique letters are due 11:59 the day before the person will be workshopped.**
5. **The course is divided into weekly modules.** Each module will open at 10pm on the Sunday of its week and will close at 11:59pm on Saturday. This is to give you a few glorious hours where you have to take a bit of a break in that gap on Sunday. Have a sabbath; rest.
6. **All Assignments/Activities are due Wednesdays by 11:59pm.** This is so that we can have something to discuss on our Thursday meetings.
7. **Any comments (except for workshop critique letters) on Assignments/Activities are due by Saturdays 11:59pm.**

Though I've done a lot of learning this summer and fall about online and hybrid writing courses, abstract learning is not the same as actually doing it. As the course continues, I expect us to have to tweak a few things once we get an idea of how this type of course is best organized. **Your feedback is important!** Please let me know how you are doing in this course and if this structure is working. We can do this together! Let's be flexible and kind to each other as we work through this semester.

Here are some ground rules we can all follow:

1. Be kind to each other. This is super stressful for all of us and it's frustrating to have it drag on for so long. What we need first and foremost is compassion for all of our situations.
2. Be patient and flexible. We may attempt things that don't work out. One of us may come up with a better idea of how to make things work better. Engage. You'll get more out of the class the more you engage. Give me suggestions!
3. Communicate. If something seems off or unclear, please kindly (see point 1) bring it up. My goal is that you all succeed and finish this semester strong, setting you up for your future.

It's noon on Monday, and I can't access WEEK X's module!! What do I do?

Breathe. Then, please see the "Help & Technical Support" link on the Homepage, and you can also send me an email, including **WRI 3065** in your subject line.

What if I don't have good WIFI or a working computer?

Please let me know. I can't help you if I don't know what your struggles are. While I won't be able to pay for your WIFI, I can direct you to places at PLNU that can help. Both the university and I are committed to your success. Specifically, if you don't have the necessary technology this semester (e.g. a laptop or access to reliable internet), please contact student-tech-request@pointloma.edu.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU ACADEMIC HONESTY POLICY

What if I want to use other people's writing in my writing?

As Solomon wisely noted, "There is nothing new under the sun." Thus, it is perfectly okay to reference other texts (written or visual) in your own writing. However, you must give credit to any ideas or sentences that are not originally yours or aren't common knowledge. To omit doing this action is an act of plagiarism. Writing is often collaborative, and writers share and borrow from each other all the time (just as I did from other PLNU faculty when I wrote this syllabus). There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class.

Plagiarism of any kind will not be tolerated. Any word or idea that is not your own must be cited correctly. As explained in the University Catalog,

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

If you aren't sure if you are plagiarizing (you sweet, naïve thing), check out the information on the university cheating and plagiarism policy at

<http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

Or you can visit PLNU's library which also has an excellent tutorial on how to avoid plagiarism. Finally, you can always talk to me. If you're wondering if you may have paraphrased too closely, be sure to ask before you turn in the assignment. You will not be penalized if you ask first.

PLNU ACADEMIC ACCOMMODATIONS POLICY

What if I need some extra help in your class?

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**This syllabus is a contract. If you continue in this course,
then you agree to comply with the class policies as stated here.**

COURSE SCHEDULE AND ASSIGNMENTS

Schedule⁵

- *Subject to Change as needed to facilitate course goals.*
- **Readings and assignments are due on the date listed.**
- ****WW* denotes readings from *Writing that Works*.***
- ***(*Canvas*) denotes readings found on Canvas.***

REMEMBER: All assignments/activities are DUE WEDNESDAY by 11:59pm. And all comments and workshop drafts are DUE SATURDAY by 11:59pm. Critique letters are due 11:59pm the day BEFORE the person will be workshopped.

WEEK 1 – Getting to Know You (Nuts and Bolts) 3/1 – 3/5 (~5.25hrs)

WE WILL MEET BOTH TUESDAY AND THURSDAY

READ

Syllabus/FAQ
Contract Writing (Canvas)
WW Chapter 1 “Writing that Works”

DO

"Do This Before Anything" Module
ASSIGNMENT: Rough Draft Contract (paper format to class)
PARTICIPATION: Getting to Know You (Everyone)
PARTICIPATION: Four Tendencies (Everyone)
PARTICIPATION: Craft Resources (Everyone)

⁵ Note: I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised. Every week, there will be a writing assignment of at least 1 to 3 pages.

WEEK 2 – Choosing Career Paths pt. 1
3/8 – 3/12 (~4.75hrs)

Guest: Michelle Kessler (Qualcomm)

Bring 2 questions for Michelle Kessler

READ

WW Chapter 2 “Don’t Mumble—and Other Principles of Effective Writing”

WW Chapter 3 “I Love My Computer”

WW Chapter 4 “E-mail—the Great Mailbox in the Sky”

Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise”
(pp. 47 – 62) (Canvas)

DO

EMAIL (professional): Questions for Michelle Kessler

PARTICIPATION: Petals 1 & 2 Exercises (A- & B-Contracts)

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 3 – Choosing Career Paths pt. 2
3/15 – 3/19 (~9.25hrs)

READ

WW Chapter 5 “Memos and Letters That Get Things Done”

Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise”
(pp. 63 – 83) (Canvas)

Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise”
(pp. 85 – 99) (Canvas)

DO

ASSIGNMENT: Contract for Grade (Everyone)

PARTICIPATION: Craft Resources

PARTICIPATION: Seven Stories: Petal 3 exercise (A- and B-Contract)

PARTICIPATION: Petals 4 & 5 Exercises (A- & B-Contracts)

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 4 – Choosing Career Paths pt. 3
3/22 – 3/26 (~7.25hrs)

Guest: Chris Kirby (resumes and LinkedIn)

Bring 2 questions for Chris Kirby

READ

WW Chapter 11 “Writing a Resume”

Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise”
(pp. 100 – 119) (Canvas)

Bolles *What Color Is Your Parachute* Chapter 7 “Google is Your New Resume” (pp. 141 – 163)
(Canvas)

DO

EMAIL (professional): Questions for Chris Kirby

DRAFT: Resume/CV (paper copy to class)

ASSIGNMENT: Memo – Proposal for Personal Portfolio (email with attachment – what types of documents you need for applying)

PARTICIPATION: Craft Resources

PARTICIPATION: Petals 6 & 7 Exercises (A- & B-Contracts)

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 5 – Your Public Face
3/29 – 4/2 (~8.75hrs)

READ

WW Chapter 13 “Making It Easy to Read”

WW Chapter 12 “Editing Yourself”

WW Chapter 6 “Writing for an Audience”

DO

SIGN UP FOR INDIVIDUAL CONFERENCES

ASSIGNMENT: LinkedIn Profile

DRAFT: Cover Letter

PARTICIPATION: Peer Review

PARTICIPATION: Craft Resources

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 6 – Midterm Presentations

4/5 – 4/9 (~10.75hrs)

DO

ASSIGNMENT: Personal Portfolio Presentations

ASSIGNMENT: Personal Portfolio (A- and B-Contracts also include Biography and/or Statement of Purpose)

PARTICIPATION: Craft Resources

WEEK 7 – “SPRING BREAK”

4/12 – 4/16

DO

Research for your Professional Portfolio

Breathe.

ASSIGNMENT: Email that discusses the type of writing used in your chosen career path

PARTICIPATION: Watch and Comment on Peers’ Presentations

WEEK 8 – Building a Professional Portfolio

4/19 – 4/23 (~5.25hrs)

READ

WW Chapter 7 “Plans and Reports That Make Things Happen”

WW Chapter 8 “Recommendations and Proposals That Sell Ideas”

DO

ASSIGNMENT: Contract Reflection

ASSIGNMENT: Draft Plan/Proposal for Professional Portfolio

ASSIGNMENT: Handwritten Letter to Colleague (A-Contract)

PARTICIPATION: Craft Resources

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 9 – Conference Week

4/26 – 4/30 (~3.5hrs)

INDIVIDUAL CONFERENCES; NO FORMAL CLASS

READ

WW Chapter 10 “Coping with Political Correctness”

WW Chapter 9 “Asking for Money”

DO

PARTICIPATION: Reading Takeaways (A-Contract)

WEEK 10 – Freelancing
5/3 – 5/7 (~4.25hrs; Group 1: ~9.25hrs)

Guest: Geoff Ledford (freelancing) (at 3pm)

Bring 2 questions for Geoff Ledford

DO

Questions for Geoff Ledford

ASSIGNMENT: Professional Email with Attachment Plan/Proposal for Professional Portfolio (revised)

ASSIGNMENT: Thing W + Explanation (Group 1)

PARTICIPATION: Craft Resources

WEEK 11 – Workshop Group 1
5/10 – 5/14 (~10.25hrs; Group 2: ~15.25hrs)

READ

Each others' work!

DO

ASSIGNMENT: Thing W + Explanation (Group 2)

ASSIGNMENT: Thing 1 + Explanation to Canvas Group (Everyone)

PARTICIPATION: Workshop Group 1 Thing W (Everyone Bring Critique Letters)

WEEK 12 – Workshop Group 2
5/17 – 5/21 (~10.25hrs; Group 3: ~15.25hrs)

READ

Each others' work!

DO

ASSIGNMENT: Thing W + Explanation (Group 3)

ASSIGNMENT: Peer Review Thing 1 with Canvas Group (A- and B-Contract)

PARTICIPATION: Workshop Group 2 Thing W (Everyone Bring Critique Letters)

WEEK 13 – Workshop Group 3
5/24 – 5/28 (~10.25hrs; Group 4: ~15.25hrs)

READ

Each others' work!

DO

ASSIGNMENT: Thing W + Explanation (Group 4)

ASSIGNMENT: Thing 2 + Explanation to Canvas Group (Everyone)

PARTICIPATION: Workshop Group 3 Thing W (Everyone Bring Critique Letters)

WEEK 14 – Workshop Group 4

5/31 – 6/4 (~10.25hrs)

READ

Each others' work!

DO

ASSIGNMENT: Peer Review Thing 2 with Canvas Group (A- and B-Contract)

ASSIGNMENT: Contract Reflection 2 (A- and B-Contract)

PARTICIPATION: Workshop Group 4 Thing W (Everyone Bring Critique Letters)

WEEK 15 – FINALS WEEK

6/7 – 6/11 (~4hrs)

Thursday 6/10; 1:30pm – 4pm: Presentations of Professional Portfolio (Everyone)

ASSIGNMENT: Professional Portfolio of Work (with necessary revisions of Things)