

Course Syllabus



ENG 125: Professional Writing I

Hours: 3

Content Hours: This is a 3-credit course offered in an accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based on the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and availability can be found in the announcements.

COURSE DESCRIPTION AND OUTCOMES

Course Prerequisite Knowledge: None

Course Description:

In this course, students will use a professional writing process (including planning, drafting, revising, and editing stages) to create workplace-ready documents, including reports, presentations, and digital communications.

Course Learning Outcomes:

1. Apply rhetorical awareness to identify audience, purpose, and medium.
2. Evaluate the research necessary to support assertions, make decisions, and solve problems.
3. Demonstrate proficiency with professional conventions on both document and sentence levels.
4. Explain the distinct steps of recursive professional writing processes.



COLORADO

**Department of
Higher Education**

gtPathways

The Colorado Commission on Higher Education has approved ENG125 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/guaranteed-transfer-gtpathways-general-education-curriculum>.

Section I: Written Communication Content Criteria - **GT-CO1**

The following required [CO1 content criteria](#) shall be either: 1) *copied and pasted verbatim* into each instructor's syllabus, OR 2) *mapped* to the institution's own content criteria in each instructor's syllabus:

1. Develop Rhetorical Knowledge

- a. Focus on rhetorical situation, audience, and purpose.
- b. Read, annotate, and analyze texts in at least one genre of academic discourse.
- c. Use voice, tone, format, and structure appropriately.
- d. Write and read texts written in at least one genre for an academic discourse community.
- e. Learn reflective strategies.

2. Develop Experience in Writing

- a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
- b. Learn to critique one's own work and the work of others.

3. Develop Critical and Creative Thinking

- a. Identify context.
- b. Present a position.
- c. Establish a conclusion indicated by the context that expresses a personal interpretation.

4. Use Sources and Evidence

- a. Select appropriate evidence.
- b. Consider the relevance of evidence.

5. Develop Application of Composing Conventions

- a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
- b. Use appropriate vocabulary, format, and documentation.



Section II: Competencies & Student Learning Outcomes for **GT-CO1**

The following Student Learning Outcomes (SLOs) for the required GT-CO1 competency, Written Communication, shall be either: 1) *copied and pasted verbatim* into each instructor's syllabus, OR 2) *mapped* to the institution's own competencies and SLOs in each instructor's syllabus.

Written Communication:

1. Employ Rhetorical Knowledge

- a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2. Develop Content

- a. Create and develop ideas within the context of the situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions

- a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence

- a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics

- a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Colorado GT Pathways Requirements (GT-CO1)	Course Learning Outcome	Learning Activity
Written Communication Content Criteria		
Section I: Written Communication Content Criteria		
1. Develop Rhetorical Knowledge • a. Focus on rhetorical situation, audience, and purpose. • b. Read, annotate, and analyze texts in at least one genre of academic discourse. • c. Use voice, tone, format, and structure appropriately. • d. Write and read texts written in at least one genre for an academic discourse community. • e. Learn reflective strategies.	1. Apply rhetorical awareness to identify audience, purpose, and medium.	Module 1: Rhetorical Triangle Explication and Personal Writing Reflection Module 2: Writing Process Map and Explanation of Recursive Professional Writing Process Explained in Course Materials Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices

		Module 5: Portfolio Project topic selection, form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough draft Module 8: Portfolio Project final draft and reflection
2. Develop Experience in Writing • a. Learn recursive strategies for generating ideas, revising, editing, and proofreading. • b. Learn to critique one's own work and the work of others.	4. Explain the distinct steps of recursive professional writing processes.	Module 1: Rhetorical Triangle Explication and Personal Writing Reflection Module 6: Portfolio Project rough draft Module 7: Revised rough draft
3. Develop Critical and Creative Thinking • a. Identify context. • b. Present a position. • c. Establish a conclusion indicated by the context that expresses a personal interpretation.	1. Apply rhetorical awareness to identify audience, purpose, and medium.	Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices
4. Use Sources and Evidence • a. Select appropriate evidence. • b. Consider the relevance of evidence.	2. Evaluate the research necessary to support assertions, make decisions, and solve problems.	Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection,

		form identification, and annotated bibliography
5. Develop Application of Composing Conventions • a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style. • b. Use appropriate vocabulary, format, and documentation.	3. Demonstrate proficiency with professional conventions on both document and sentence levels.	Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection, form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough
Section II: Competencies & Student Learning Outcomes		
1. Employ Rhetorical Knowledge • a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.	1. Apply rhetorical awareness to identify audience, purpose, and medium.	Module 1: Rhetorical Triangle Explication and Personal Writing Reflection Module 2: Writing Process Map and Explanation of Recursive Professional Writing Process Explained in Course Materials Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection,

		form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough draft Module 8: Portfolio Project final draft and reflection
2. Develop Content • a. Create and develop ideas within the context of the situation and the assigned task(s).	1. Apply rhetorical awareness to identify audience, purpose, and medium.	Module 1: Rhetorical Triangle Explication and Personal Writing Reflection Module 2: Writing Process Map and Explanation of Recursive Professional Writing Process Explained in Course Materials Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection, form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough draft Module 8: Portfolio Project final draft and reflection

3. Apply Genre and Disciplinary Conventions • a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.	1. Apply rhetorical awareness to identify audience, purpose, and medium 2. Demonstrate proficiency with professional conventions on both document and sentence levels.	Module 3: Choose a form described in course materials and draft text Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection, form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough draft Module 8: Portfolio Project final draft and reflection
4. Use Sources and Evidence • a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. • b. Follow an appropriate documentation system.	2. Evaluate the research necessary to support assertions, make decisions, and solve problems.	Module 4: Second Draft of form created in Module 3 including the integration of resources and reflection on choices Module 5: Portfolio Project topic selection, form identification, and annotated bibliography Module 6: Portfolio Project rough draft Module 7: Revised rough draft Module 8: Portfolio Project final draft and reflection

5. Control Syntax and Mechanics • a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.	3. Demonstrate proficiency with professional conventions on both document and sentence levels.	Module 8: Portfolio Project final draft and reflection
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Course Overview

Module	CO1 Competencies & Student Learning Outcomes
1: The rhetorical triangle: Audience, Purpose, and Perspective	SLO1, SLO2, SLO3,
2: The Professional Writing Process	SLO2, SLO3,
3: Professional Writing Conventions 1 (including arguments)	SLO2, SLO3, SLO4,
4: Professional Writing Conventions 2	SLO2, SLO3, SLO4,
5: Professional Writing: Research Methods	SLO2, SLO3, SLO4,
6: Professional Writing Genres	SLO2, SLO3, SLO4,
7: Revision	SLO1, SLO2, SLO3, SLO4, SLO5
8: Editing	SLO1, SLO2, SLO3, SLO4, SLO5

COURSE MATERIALS

Beilfuss, M., Bettes, S., & Peterson, K. (2020). *Technical and professional writing genres: A study in theory and practice* (E. Howerton & K. Rieger, Eds.). Open OKState.
<https://open.library.okstate.edu/technicalandprofessionalwriting/>

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first seven (7) days of this course may result in your withdrawal. If, for any reason, you would like to drop a course, please contact your advisor.

In order to verify your attendance throughout this course, CSU Global encourages you to actively engage during every week of the term. Active engagement includes the following tasks:

- Submitting an assignment

- Completing a mastery exercise

- Posting to a graded discussion board

- Responding to a post on a graded discussion board

You must engage in one of the aforementioned tasks to verify your attendance within the first official week of the course (Monday through Sunday, not including the open house).

Otherwise, you may be dropped from this course.

Academic engagement will be monitored on a weekly basis. Students who have not actively engaged for 14 consecutive days will receive an At-Risk Email requesting that the student academically engage in their course within seven days, or they will be administratively withdrawn from courses. If the student has not participated after 21 days, the student will be administratively withdrawn from the course.

Online classes have deadlines, assignments, and participation requirements similar to any other college class. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE DEADLINES

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

The following components are present in this course:

Readings: There are weekly required readings in addition to the interactive lectures. The readings may include chapters from the required textbook, or linked articles, videos, and other resources. Review the Module Overview pages for details about the assigned readings.

Discussion Boards: There is a weekly Discussion Board assignment worth 25 points.

The original post must be completed by Thursday at 11:59 p.m. MT, and Peer Responses should be posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.

Portfolio Project Milestones: These are due Sunday at 11:59 p.m. MT of the week assigned.

Portfolio Project: This is due Sunday at 11:59 p.m. MT of the last week of the course

GRADEBOOK BREAKDOWN

MODUL E#	DISCUSSION S	WRITING ASSIGNMENT S	PORTFOLIO PROJECT
1	25	50	
2	25	50	
3	25	50	
4	25	50	
5	25	50	
6	25	50	
7	25	100	

8	25	---	400
TOTALS	200	400	400
1000			
POINTS			

Grading Scale

Grade Range

100 % to
95.0%

< 95.0 % to 90.0%

< 90.0 % to
86.7%

< 86.7 % to 83.3%

< 83.3 % to
80.0%

< 80.0 % to
75.0%

< 75.0 % to
70.0%

< 70.0 % to
60.0%

< 60.0 % to
0.0%

STUDENT POLICIES

All students are expected to adhere to the [University Student Policies \(https:// csuglobal.edu/student-policies\)](https://csuglobal.edu/student-policies). These include such things as academic integrity, netiquette, course evaluations, late work, incomplete grade policies, and more. For comprehensive documentation of CSU Global institutional policies, refer to the Policies section in the Academic Catalog.

ENG125: Comprehensive Assignment Master List

Module 1: The Rhetorical Triangle

GTPathways Competencies and SLOs:

SLO1, SLO2, SLO3

- Module Learning Objectives: Understand and apply the rhetorical triangle to professional writing contexts.
- Assignment: Rhetorical Triangle Explication and Personal Writing Reflection
 - Length: 2–3 pages
 - Sources: No requirement

Module 2: The Professional Writing Process

GTPathways Competencies and SLOs:

SLO2, SLO3

- Module Learning Objectives: Explain the steps of the professional writing process; Develop a recursive professional writing process that is organized into distinct steps
- Assignment: Writing Process Map and Explanation of Recursive Professional Writing Process Explained in Course Materials
 - Length: Map and 2 pages
 - Sources: 1-2

Module 3: Professional Writing Conventions 1

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4

- Module Learning Objectives: Identify and explain professional writing conventions related to drafting arguments and forms
- Assignment: Choose a form described in course materials and draft text
 - Length: 1–3 pages (depending on form)
 - Sources Course Textbook

Module 4: Professional Writing Conventions II

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4

- Module Learning Objectives: Explain and apply professional writing conventions related to drafting, statements of purpose, forms, and research
- Assignment: Second Draft of form created in Module 3 including the integration of resources and reflection on choices
 - Length: 2–4 pages (depending on form)
 - Sources: Course textbook and 1 source

Module 5: Professional Writing: Research Methods

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4

- Module Learning Objectives: Describe and apply professional writing research methods
- Assignment: Portfolio Project topic selection, form identification, and annotated bibliography
 - Length: 3–4 pages
 - Sources 3-4

Module 6: Professional Writing Genres

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4

- Module Learning Objectives: Describe and explain professional writing genres and their related forms
- Assignment: Portfolio Project rough draft
 - Length: 5-6 pages

— Sources 3-4

Module 7: Revising

GTPathways Competencies and SLOs:

SLO1, SLO2, SLO3, SLO4, SLO5

- Module Learning Objectives: Describe and apply professional writing revision strategies; Review writing process described in Module 1
- Assignment: Revised rough draft
 - Length: 7-8 pages
 - Sources 5

Module 8: Editing

GTPathways Competencies and SLOs:

SLO1, SLO2, SLO3, SLO4, SLO5

- Module Learning Objectives: Describe and apply professional writing editing strategies; Reflect on progress
- Assignment: Portfolio Project final draft and reflection
 - Length: 8-9 pages
 - Sources: At least 5 credible references