

Course Syllabus



ENG 135: Professional Writing II

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 ENG135, students will engage in project-based learning through scaffolded assignments to create a final report that reflects workplace writing competencies, including the use of a recursive writing process, the ability to research and identify reliable and relevant information, and the use of generative AI to polish documents.

Course Learning Outcomes:

1. Describe the concepts of reliability, credibility, and relevance in research.
2. Identify research that is appropriate to support assertions, make decisions, and solve problems.
3. Recognize audience and accessibility centered design standards for professional documents.
4. Illustrate ethical uses of generative AI in a recursive writing process.

gtPathways

The Colorado Commission on Higher Education has approved ENG135 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO2 category. For transferring students,



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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-CO2**

The following required [CO2 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. Deepen Rhetorical Knowledge

- a. Focus on rhetorical situation, audience, and purpose.
- b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
- c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
- d. Practice reflective strategies.

2. Deepen Experience in Writing

- a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
- b. Critique one's own and other's work.

3. Deepen Critical and Creative Thinking

- a. Evaluate the relevance of context.
- b. Synthesize other points of view within one's own position.
- c. Reflect on the implications and consequences of the stated conclusion

4. Use Sources and Evidence

- a. Select and evaluate appropriate sources evidence.
- b. Evaluate the relevance of sources to the research question.

5. Deepen Application of Composing Conventions

- a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b. Use specialized vocabulary, format, and documentation appropriately.



Section II: Competencies & Student Learning Outcomes for **GT-CO2**

The following Student Learning Outcomes (SLOs) for the required GT-CO2 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-CO2) Written Communication Content Criteria	Course Learning Outcome	Learning Activity
1. Deepen Rhetorical Knowledge a. Focus on rhetorical situation, audience, and purpose. b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing. c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities. d. Practice reflective strategies.	3. Recognize audience and accessibility centered design standards for professional documents.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations. Module 4: Portfolio project topic selection and proposal

		Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection Module 6: Portfolio Project rough draft including a proposal for an online element and rationale for including that element Module 7: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose Module 8: Portfolio Project
2. Deepen Experience in Writing a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in- depth, and/or collaborative projects. b. Critique one's own and other's work.	4. Illustrate ethical uses of generative AI in a recursive writing process.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA- formatted citations.

		Module 7: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose Module 8: Portfolio Project
3. Deepen Critical and Creative Thinking a. Evaluate the relevance of context. b. Synthesize other points of view within one's own position. c. Reflect on the implications and consequences of the stated conclusion.	1. Describe the concepts of reliability, credibility, and relevance in research. 2. Identify research that is appropriate to support assertions, make decisions, and solve problems.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection Module 6: Portfolio Project rough draft including a proposal for an

		online element and rationale for including that element Module 7: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose Module 8: Portfolio Project
4. Use Sources and Evidence a. Select and evaluate appropriate sources evidence. b. Evaluate the relevance of sources to the research question.	1. Describe the concepts of reliability, credibility, and relevance in research. 2. Identify research that is appropriate to support assertions, make decisions, and solve problems.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection

		Module 6: Portfolio Project rough draft including a proposal for an online element and rationale for including that element Module 7: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose Module 8: Portfolio Project
5. Deepen Application of Composing Conventions a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects. b. Use specialized vocabulary, format, and documentation appropriately.	1. Describe the concepts of reliability, credibility, and relevance in research. 2. Identify research that is appropriate to support assertions, make decisions, and solve problems. 3. Recognize audience and accessibility centered design standards for professional documents.	Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA- formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection

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Competencies and Student Learning Outcomes for GT-CO2		
Written Communication: 1. Employ Rhetorical Knowledge a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.	3. Recognize audience and accessibility centered design standards for professional documents. 4. Illustrate ethical uses of generative AI in a recursive writing process.	Module 1: Writing process map and reflection including research recommendations Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA- formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection

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2. Develop Content a. Create and develop ideas within the context of the situation and the assigned task(s).	2. Identify research that is appropriate to support assertions, make decisions, and solve problems. 3. Recognize audience and accessibility centered design standards for professional documents. 4. Illustrate ethical uses of generative AI in a recursive writing process.	Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA- formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection Module 6: Portfolio Project rough draft

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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.	3. Recognize audience and accessibility centered design standards for professional documents. 4. Illustrate ethical uses of generative AI in a recursive writing process.	Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection Module 6: Portfolio Project rough draft including a

		proposal for an online element and rationale for including that element Module 7: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose Module 8: Portfolio Project
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.	1. Describe the concepts of reliability, credibility, and relevance in research. 2. Identify research that is appropriate to support assertions, make decisions, and solve problems.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations. Module 4: Portfolio project topic selection and proposal Module 5: Portfolio Project: Annotated bibliography, design proposal, and reflection

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5. Control Syntax and Mechanics a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.	3. Recognize audience and accessibility centered design standards for professional documents.	Module 1: Writing process map and reflection including research recommendations Module 2: Draft an argument and choose an appropriate form to present that argument supported by research Module 3: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA- formatted citations. Module 6: Portfolio Project rough draft including a proposal for an online element and rationale for

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Module and Topic	CO2 Competencies
1: Professional Writing: Advanced Research Methods	SLO3, SLO4,
2: Argument Development	SLO2, SLO3, SLO4,
3: Synthesis of Research and Arguments	SLO1, SLO2, SLO3, SLO4,
4: Accessibility Considerations	SLO1, SLO3, SLO4,
5: Professional Document Design	SLO1, SLO2, SLO3, SLO4,
6: Professional Document Design: Electronic Forms	SLO2, SLO3, SLO4,
7: Generative AI and Document Design	SLO2, SLO3, SLO4, SLO5
8: Polishing	SLO1, SLO2, SLO3, SLO4, SLO5

COURSE MATERIALS

Required Textbook:

Price, K. (2022). *Professional writing across the disciplines*. Kendall Hunt Publishing.

Note: To print this syllabus or any of your lecture content, please follow the steps below:

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](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.

ENG135: Comprehensive Assignment Master List

Module 1: Professional Writing: Advanced Research

Methods

GTPathways Competencies and SLOs:

SLO3, SLO4

- Module Learning Objectives: Explain professional writing conventions including a recursive writing process; Describe professional writing research processes
- Assignment: Writing process map and reflection including research recommendations
 - Length: 2–3 pages
 - Sources 1-2

Module 2: Argument Development

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4

- Module Learning Objectives: Describe arguments used in professional writing; Apply steps of a recursive writing process to develop an argument; Choose a form of professional writing appropriate for argument development
- Assignment: Draft an argument and choose an appropriate form to present that argument supported by research
 - Length: 2–3 pages
 - Sources 1-2

Module 3: Synthesis of Research and Arguments

GTPathways Competencies and SLOs:

SLO1, SLO2, SLO3, SLO4

- Module Learning Objectives: Apply appropriate professional writing research methods; Map an argument; Research and identify appropriate and relevant resources for professional writing; Apply APA formatting requirements for a variety of sources
- Assignment: Revise the argument made in Module 2's assignment, integrate additional research, and cite sources with APA-formatted citations.
 - Length: 4-5 pages
 - Sources 3-4

Module 4: Accessibility Considerations

GTPathways Competencies and SLOs: SLO1, SLO3, SLO4

- Module Learning Objectives: Review accessibility guidelines for electronic and written sources; Consider audience to determine accessibility needs for a document; Apply accessibility standards to a written document
- Assignment: Portfolio project topic selection and proposal
 - Length: 2–3 pages
 - Sources 1-2

Module 5: Professional Document Design

GTPathways Competencies and SLOs: SLO1, SLO2, SLO3, SLO4

- Module Learning Objectives: Synthesize knowledge of accessibility guidelines and professional writing forms; Consider audience and purpose in document design;
- Assignment: Portfolio Project: Annotated bibliography, design proposal, and reflection
 - Length: 2–3 pages
 - Sources

Module 6: Professional Document Design: Electronic Forms

GTPathways Competencies and SLOs: SLO2, SLO3, SLO4

- Module Learning Objectives: Explore online forms of professional writing, Describe the use of different forms for online communication in professional writing; Apply knowledge of the rhetorical situation to determine the most effective design

- Assignment: Portfolio Project rough draft including a proposal for an online element and rationale for including that element.
 - Length: 5-6 pages
 - Sources

Module 7: Generative AI and Document Design

GTPathways Competencies and SLOs:

SLO2, SLO3, SLO4, SLO5

- Module Learning Objectives: Write a prompt to employ Google Gemini as a revision partner; Choose revision strategies based on the consideration of the rhetorical triangle; Revise with clear purpose
- Assignment: Use Gemini to Revise
 - Length: 6-8 pages
 - Sources

Module 8: Polishing

GTPathways Competencies and SLOs:

SLO1, SLO2, SLO3, SLO4, SLO5

- Module Learning Objectives: Write a prompt to employ Google Gemini as an editing partner; Choose editing strategies based on consideration of feedback; Edit with clear purpose.
- Assignment: Portfolio Project
 - Length: 6-8 pages
 - Sources