Principles of effective communication, focusing on how to choose appropriate organizational plans for a variety of messages, how to write from a "you" perspective and understand audience psychology, and how to format messages for effective visual impact.

Course Attributes:
LASR Liberal Arts Req.; WRIT Writing Intensive Req.
Prerequisite: CPN 101 or 103. 3 credit hours.
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Finding my Professor—
I'm around Tues./Thurs:

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 - 9:45</td>
<td>ENG 203</td>
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<tr>
<td>10:05 - 11:20</td>
<td>PWR 398</td>
</tr>
<tr>
<td>11:40 - 12:55</td>
<td>CPN 101</td>
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<tr>
<td>1:15 - 2:30</td>
<td>CPN 101</td>
</tr>
<tr>
<td>2:50 - ? (as needed)</td>
<td>Office</td>
</tr>
</tbody>
</table>

Email: temerson@dromscape.com (preferred)
emersot@cortland.edu
Phone: (607) 753-2031 (please use email, not voice mail)
Internet: http://temerson.pageout.net
Service Learning

This is a service learning course. What does that mean, and why are we doing it?

*Working in the community

The short version is that you’ll be completing a range of projects for several community agencies. You’ll be working not just for a grade, but to address real needs for area organizations. [Incidentally, as do many businesses.]

*Applying course material in “real world” scenarios

Classroom exercises only go so far. Consequently, for the most part, you’ll be “writing for real,” addressing professional concerns and writing for professional clients with “real world” feedback (with an experienced professor to help you).

*Achieving practical experience

Job seekers often complain, “Everyone wants experienced applicants, but how am I supposed to get experience if no one will give me a chance?!” You, however, after this course, will have not only experience, but also a portfolio to show for it.

*Quality material for resume

Job seekers also often ask, “What am I supposed to put on my resume when I haven’t had anything but summer jobs?” Put this work on it—you may not have been paid, but you certainly did the work for real agencies in a professional environment. List it.

*Writing skills

Employer after employer complains about poor writing skills in the labor force. You, however, will be able to point out that you studied Professional Writing and show the results of the professional writing projects you designed.
*Reflects well on your character*

Employers want more than someone to simply show up and do what's mandatory until quitting time. You, however, will have already demonstrated that you are about more than just doing the minimum to slide by—and you've helped other people while doing so.

*A better understanding of the "real world"*

Granted, we can't completely prepare you for the business world in a single term, but we can show you what's important, what's required, get you started, and help you realize what you still need to know. Remember, that puts you ahead of those who don't realize they need this!

*A start on some often forgotten essentials*

I live and work in a world college didn't address—no one could have seen it coming. The same will happen to you! However, I WAS well prepared to think, analyze, grow, learn, and adapt. Working on practical projects, encountering practical problems and finding solutions definitely helps you learn this key skill.

*Career advancement*

Finding that job is only the start—first you have to keep it, and then you'll want to (and need to as your life progresses) progress in your career. These skills and approaches will help you earn that job, but they'll also provide the basis for continually building your career.

*Internships and job opportunities*

Of course, I can't promise you this, but previous students have found this course useful for finding internships and job opportunities. The agencies we work with sometimes share information about such opportunities prior to advertising them, and you'll be interviewing with people who already know the kind of work you can do—two definite advantages!

*Plan to free lance? Start your own business?*

No matter—all of the above applies to you too, perhaps even more so! Working with clients, seeking financing, preparing promotional materials, navigating changing markets, public relations, and much more—professionalism is crucial in these endeavors, and that's what we're doing here.
Getting Started/General Course Information:

Required Materials


Any English handbook you have on hand. [You should already have Troyka, Rosen, Raimes or Scott/Foresman from your CPN course. Note: The Cortland Composition Handbook is a description/resource for the composition program, not an English handbook.]

A college level dictionary (200,000+ words) or equivalent

Ten manila folders (for projects and related materials for each)

One personal folder--keep ALL papers, feedback sheets, tests, notes, etc.

Optional (recommended) materials
any thesaurus

Course Goals/Objectives

This course has a very practical focus. Students looking for an edge in the job market, students anticipating writing responsibilities in a future job, or students looking for a career as a writer, free lance or otherwise, should all benefit. Given that practical focus, we will spend the bulk of our time—writing.

We’ll especially emphasize attention to audience, flexibility and adaptability, design, revision, effective strategies, lifelong learning—and an atmosphere of mutual respect and cooperation. My personal goal is for you to look back on taking this course as one of your better decisions during your education at Cortland. I welcome your feedback.
Course Policies

Students are responsible for all course activities, even if absent when they are presented.

Attendance Policy

Attendance is mandatory for this class, since much of the course involves class discussion and working together on your writing projects. Missing class means missing credit for assignments due. Of course, if you have a serious crisis (e.g., hospitalization) you are excused, but you need to promptly support your excuse with written documentation (e.g., doctor's note, letter from the judge). If you are absent, you are still responsible for that day's class (share another student's notes and/or come and see me). Coming to class late or leaving early may be counted as absences. Students are also expected to participate and to be alert, attentive, positive and respectful during class, not just physically present.

Lab days are extremely important; we aren’t “just” working on a project—we’re addressing the problems that you can fix before getting a grade you’d rather not receive. Be there.

For each undocumented absence over three absences, your final grade will be lowered one letter grade. Come to class.

Computer Requirements

All students will need access to word processing equipment and the Internet to successfully function in this course. These are also essential workplace skills in the modern world.

You do not necessarily need to own a computer; access to computer equipment and the Internet is provided by the college. If you do have your own computer, you should be able to access the college's computer equipment, since "My computer wasn't working" is not an acceptable excuse for late assignments, and since complete online access to library materials will require logging on to the college network. Save spare copies of assignments on separate disks or on email in case of problems. When using the college computer centers, please remember that many other students need to use these labs as well, so plan your writing well in advance. "The computer lab was busy and I couldn't finish my paper" is not an acceptable excuse either.
Computer Lab Information

The following public access computing sites are available for use by the Cortland campus community. The facilities are equipped with PC (Windows) and Macintosh computers, and a large selection of widely used application software. [Obviously, OM G17 is one of your better options whenever there’s no class.]

Public Computer Lab Location, Computer Type, Number of Computers:
Bowers 150 Computer Lab, PC Win and Mac, 18
Bowers 119 Lab, (Upgrades-Spring/Summer 2000), 45
Corey Union 1st Flr E-Mail Express, PC Terminals, 16
Library EMC Macintosh Lab, Mac, 27
Library EMC PC Lab, PC Win, 30
Library LNRR Computer Lab, PC Win and Mac, 30
Library LNRR E-Mail Express, PC Terminals, 10
Moffett 111 Macintosh Lab, Mac, 30
Moffett 110 PC Lab, PC Win, 32
Moffett 124 Math Computer Lab, PC Win, 26
Moffett 2nd Flr E-Mail Express, PC Terminals, 14
Old Main 231 GIS Computer Lab, PC Win, 22
Old Main 223 ICC Computer Lab, PC Win, 25
Old Main G25 General Purr. Lab, PC Win and Mac, 35
Old Main G11 Psych. Comp. Lab, PC Win, 33
Old Main G17 English Mac Lab, Mac, 23
Old Main G16 English PC Lab, PC Win, 23
Park 306 Macintosh Lab, Mac, 15
Park 307 PC Lab, PC Win, 15
Park 1st Flr E-Mail Express, PC Terminals, 10
Van Hoesen C24 Macintosh Lab, Mac, 10
Van Hoesen C21 PC Lab, PC Win, 32

Computer labs are equipped with laser printers. PC computer labs operate with Windows 95/98 and Macintosh labs run under Mac OS.

Detailed information about the 22 public computing sites listed above and the 22 Special Purpose computer labs is available by visiting Academic Computing Services’s web site at http://www.acs.cortland.edu. It describes in detail the computer hardware configurations, available software, network accessibility, open lab hours, lab schedules, and other technology related information that will assist you in making optimum use of the computer labs.
Classroom Etiquette

-No cell phones, pagers, beeping watches or other audible electronic devices.

***WHILE IN CLASS, I DON’T WANT THE SLIGHTEST CLUE THAT YOU EVEN OWN A CELL PHONE. THIS INCLUDES VIBRATING, CHECKING, AND TEXT MESSAGING.***

***NO EMAIL, INSTANT MESSAGING, SURFING THE WEB, OR COMPUTER GAMES WHILE IN CLASS***

⇒ Any of these offenses will cost ½ from your final average per occurrence

-Everyone can voice an opinion without ridicule; different opinions are welcome.
-Be on time; stay the entire period.
-If another person is in the room before class, wait in the hall for them to finish.
-Don't leave the room in the middle of class unless there is an emergency.
-Don't get up to sharpen pencils, etc. in the middle of class.
-Don't talk, whisper, or practice sign language while someone else is speaking.
-No food in class. **THIS MEANS YOU!**
-Clean all messes, straighten chairs, erase board, etc. before leaving the room.
-Don't talk loudly or run in the hallways during other classes.
-Don't ask if you missed anything after an absence--of course you did!
-Be attentive and respectful, even if you aren't interested in the class topic.
-Actively participate
Grading Policies

Evaluation

The final grade is determined as follows:

Abstracts Folder 10%
The Job Interview 10%
   (Resume, Cover Letter, Interview, Follow-up Letter)
Proposal/PowderPoint Presentation 15%
Business Correspondence 5%
   (Letters, Memos, E-mail)
Press Releases/PSA 10%
The Sales Letter 10%
The Brochure 10%
Advertisements 10%
Newsletter (Group Project) 10%
The Report/Service Learning Assessment 10%

Late assignments will not be accepted except in documented emergencies, as determined by the professor (e.g., a serious problem supported by a doctor, a judge, or some similar weighty matter). Vague "personal problems" and "family matters" of course deserve attention (assuming they are genuine), but still expect to take a grade hit.

All papers and assignments are due at the beginning of class on the due date scheduled.

Any questions or problems? Ask and get them clarified promptly. Plan ahead!
Letter grades equal the following numerical values:

A+: 98
A: 95
A-: 92

[90 indicates a grade between A-/B+]
B+: 88
B: 85
B-: 82

[80 indicates a grade between B-/C+]
C+: 78
C: 75
C-: 72

[70 indicates a grade between C-/D+]
D+: 68
D: 65
D-: 62

[60 indicates just barely passing]

Converting numerical grades to letter grades:

94-100: A
90-93: A-
87-89: B+
83-86: B
80-82: B-
77-79: C+
73-76: C
70-72: C-
67-69: D+
63-66: D
60-62: D-
0-59: E

Cheating & Plagiarism

Anytime you present work done by someone else as your own work, you are committing plagiarism. This includes having someone else do your work, copying from a source without acknowledgement, using someone else's ideas without crediting them, and using the same assignment for two different courses without permission from both instructors. Plagiarism and cheating have serious repercussions in professional fields, and they are treated very seriously in college as well. Any student found in violation of these rules, or helping someone else to do so, may fail this course as a result, as well as face possible disciplinary action from the college. This could include expulsion.

Students also should be familiar with the Academic Dishonesty policy published in the College Handbook.
Contesting a Grade

Students are welcome to discuss grades if those grades are in error. Be prepared, however, to support this claim with specific evidence, not general feelings, comparisons to other students' work, or grades in other courses or other schools. In other words, be ready to show exactly where the actual error lies. Please do NOT ask to have a grade changed solely for reasons outside of the class parameters, such as a transfer, financial aid, or a GPA goal. Instead, reach these goals by earning the appropriate grade through quality course work.

Submitting Revisions

When submitting revisions, students MUST submit the complete original work along with the revision (including all steps for that project). Project revisions failing to meet these criteria will not be considered for revised grades. Missing parts will cost points. NO EXCEPTIONS!

Need Help?

Help is here for the asking. Please see me during office hours, or make an appointment, or send me an e-mail message. Everyone should feel free to ask questions in class, unless the concern is private. Please seek help promptly when it is needed, rather than waiting for the problem to grow worse. I'm always pleased to help you--that's why I'm here!

Office Hours/Contacting the Professor

See page two for my schedule, office and contact information.

ESL Students

If English is not your native language, please see me very soon to discuss the matter, and be sure to use the additional help available in ASAP.

Do You Have Special Needs?

If anyone has any special needs or considerations your professors need to know, please inform us as soon as possible, within the first two weeks of class, so that the appropriate accommodations can be made.

Students with Disabilities

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.
Class Schedule  (subject to change pending reality)
Reading assignments are due in time to also prepare abstracts. Please note and look ahead. (Readings from the Harty anthology are listed by author; Williams text by lesson number.) Assignment details will be presented in class. ***See asterisks for assignments due.***

Week I (8/29 – 31)
Read:  Chase: *Gobbledygook* (56)
Lutz: *The World of Doublespeak* (72)
***due: Chase/Lutz abstract***

Week II (9/5 – 7)
Read:  Siegel: *The Plain English Revolution* (86)
          Williams: *The Ethics of Style* (lesson ten) and *Understanding Style* (lesson one)
          Flower & Ackerman: *Evaluating and Testing as You Revise* (26)
Tues:  Resume/cover. Document design.
***due: resume/cover notes***
***due: Siegel/Williams 10 abstract***

Thurs:  The job interview. Intro proposal assignment/gather ideas.
***due: resume/cover letter***
***due: Williams 1/Flower & Ackerman abstract***
**Week III** (9/12 – 14)
Read:  
Mathes & Stevenson: *Audience Analysis—Problem and Solution* (170)
Oliu, Brusaw & Alred: *Creating Tables and Illustrations* (207)
Williams: *Characters and Actions* (lessons 3 and 4)

Tues: Fishbowl job interviews (**EVERYONE be ready to interview**)
***due: Mathes & Stevenson/Oliu, Brusaw & Alred abstract***

Thurs: Finish interviews. Start proposals/PowerPoint/sample proposals
***due: Williams 3 and 4: Characters and Actions abstract***

**Week IV** (9/19 – 21)
Read:  
Vinci: *Ten Report Writing Pitfalls* (200)
Kolin: *Proposals* (245)

Tues: More proposals/PowerPoint/long vs. short writing
***due: Resume/Cover Letter revisions/follow up letters***
***due: Vinci/Kolin abstract***
***due: proposal notes***

Thurs: More Design/lab day
***due: proposal drafts***

**Week V** (9/26 – 28)
Tues: lab day
***due: Proposals***

Thurs: Presentations/ letter/memo info
***due: PowerPoint presentations—EVERYONE be ready to go!***

**Week VI** (10/3 – 5)
Read:  
Zinsser: *Writing in Your Job* (64)
Lewis: *Making Your Correspondence Get Results* (105)
Mintz: *How to Write Better Memos* (127)
Fielden & Dulek: *Bottom-Line Writing in Business Correspondence* (131)

Tues: Intro Letters, memos, email/Corresponding in business/more on writing
***due: Proposal revisions***
***due: Zinsser/Lewis abstract***

Thurs: more on writing/lab day
***due: letter/memo drafts***
***due: Mintz/Fielden & Dulek abstract***
**Week VII** (10/10 – 12)
Read: Williams: *Concision* (lesson 7) and *Shape* (lesson 8)
Tues: Press releases/PSA/news vs. ads/creating news/more on writing
***due: letters/memos due***
***due: Williams 7 and 8: Concision and Shape abstract***

Thurs: lab day/more on writing
***due: press release/PSA drafts***

**Week VIII** (10/17 – 19)
Read: Royal Bank of Canada: *Letters That Sell* (114)
Ewing: *Strategies of Persuasion* (233)
Tues: Sales letters/argument
***due: Press releases/PSA***
***due: Royal Bank/Ewing abstract***

Thurs: more on writing/lab day
***due: sales drafts***

**Week IX** (10/24 – 26)
Read: Williams: *Cohesion & Coherence* (lesson five), *Emphasis* (lesson six),
*Correctness* (lesson two), *Elegance* (lesson nine)
Tues: Brochures/MS publisher/Designing
***due: Sales letter***
***due: Williams 5 & 6: Cohesion & Coherence/Emphasis abstract***

Thurs: more on writing & design/lab day
***due: brochure ideas***
***due: Williams 2 & 9: Correctness/Elegance abstract***

**Week X** (10/31 – 11/2)
Tues: InDesign/writing ads/audience complications/practice
***due: brochure drafts***

Thurs: More design/InDesign/lab day
***due: brochures***
***due: ad ideas***

**Week XI** (11/7 – 9)
Tues: Newsletters
***due: ad drafts***

Thurs: lab day
***due: newsletter ideas***
Week XII (11/14 – 16)
Tues: Reports/lab
***due: ads***

Thurs: lab day
***due: Newsletter drafts***

Week XIII (11/21 – 23)
Tues: lab
***due: Report drafts***

Thurs: Thanksgiving Recess

Week XIV (11/28 – 30)
Tues: Service Learning assessment/lab day

Thurs: lab day
***due: Newsletters***

Week XV (12/5 – 7)
Tues: lab

Thurs: Review/evaluations/assessments
***due: Reports due***

Note: We didn’t read the entire Harty text for class, but the rest of it is recommended!