English 3010

Professional Writing and Business Ethics —Spring, 2023

Instructor: Dr. Kathy Rose
Days and times: M/W 12:00-1:15
Room: HCC 469
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Office: Jennings 150
Office hours: M: 3-4:00pm, W: 9:30-11:30am
R: 9:30-11:30am, or by apt—**just ask!**

This is a highly practical course that applies to many majors and human situations. Successful students in this class will come to understand a common ethical framework, identify when business ethical issues arise, and apply the framework to analyze and resolve them. Students also will be able to effectively recognize and model diverse professional communication styles by analyzing various business audiences, writing and presentation purposes, and documents (including extensive formal research reports) based on business communication theory, ethical frameworks and practical application. It is dual listed with MGMT 3100, but students may take only one course for credit.

Prerequisites: ENGL 2010 (Grade C- or higher) or ENGL 2010A (Grade C- or higher).

Learning Objectives

At the successful conclusion of this course, you will be able to: 1. Explain an ethical framework used in business contexts and identify when ethical issues in business arise for which the framework should be applied. 2. Apply an ethical framework to analyze and resolve ethical dilemmas. 3. Write clear, correct, concise, complete, and culturally aware artifacts for professional contexts. 4. Write, design, and analyze several types of business documents using appropriate media. 5. Synthesize research with their own ideas to produce artifacts and oral presentations that inform and persuade a target audience. 6. Demonstrate the ability to collaborate well with others to produce quality rhetorical documents.

FAQs

How should I contact my instructor?
The best way is by email. I will try to respond within 24 hours of receiving email, but weekends may take longer. If you want to meet in person or with Zoom and can't come to my office hours, let me know and we can set something up.

What should I do if I can't be in class?
Contact me *outside of class hours* to find out what you are going to miss.

What is my course grade so far?
Grades are entered on Canvas. You can monitor your progress by signing in to your account and looking at the grade book.

Can I take the final exam early?
No. According to school policy, you must attend your final in person at the time scheduled by the university.

Where can I get help for my writing?
You can meet with me during office hours or during an appointment time, but there are additional options. The Writing Center (https://writingcenter.dixie.edu/ offers assistance for projects.

How can I succeed in this class?
First of all, don't hesitate to ask questions when you don't understand something. Make sure you visit Canvas regularly for assignments and details. Also make sure you check your school email account frequently for important class and university information.

Professionalism

Respect. Please treat each other and me with the respect you would like to receive. One of the main benefits you will gain from your college education is the ability to hear and work with people who may live life differently than you do.

Participate. Participation means being present mentally as well as bodily; it means among other things: (1) thoughtfully contributing to any discussions, (2) preparing for class and *having your materials with you in class*, (3) carefully completing any in-class assignments. Attention to electronic devices unrelated to classwork may result in lack of participation credit for that day

Teamwork/Collaboration. Members of work groups should be prepared, reliable, enthusiastic, helpful, open-minded, and supportive. You should resolve conflicts with tact.

When you participate in **peer responses**, please give honest, specific, but tactful feedback that will be useful to help your peers improve their work. When you receive feedback, please do not take others' comments as a personal attack on you.

Please turn in work on time. However, I reserve the right to consider extensions because I realize that sometimes life gets in the way. Please contact me if you have circumstances that prevent you from turning in your work when it is due.

Other important links

IT Help Desk – https://helpdesk.utahtech.edu/
Library - https://library.utahtech.edu
Testing Center - http://Testing.utahtech.edu
Tutoring Center - https://tutoring.utahtech.edu

Grading scale

A 93-100	C- 70-72
A- 90-93	D+ 67-69
B+ 87-89	D 63-66
B 83-86	D- 60-62
B- 80-82	F 00-59
C+ 77-79	
C 73-76	

This is a reading **and** writing class. You are expected to carefully read each week's reading assignments to understand how to complete your writing assignments.

Texts
There is no textbook you must buy for this class. I use OER sources to save you money. You will need to be responsible to check the Module for each week to find and download the reading assignments.

We will also spend time in Richard Paul and Linda Elder's *The Miniature Guide to Understanding the Foundations of Ethical Reasoning,* a booklet I will provide for you.

Academic Calendar for important dates
https://catalog.utahtech.edu/academiccalendar/
Our class final is Monday, May 1, from 11:00-12:50

Grade Breakdown
This is a breakdown of our work for which you will be evaluated this semester:

Participation	**10%**
Includes in-class discussions and small assignments, informal group work, and peer responses	
Practice assignments	**5%**
Response Log entries	**20%**
Reflections and reading responses	
Business communication packet	**10%**
Including process work	
Recommendation Report (group project)	**25%**
Including process work, a report, and a presentation	
Ethics article and case study analyses	**20%**
Includes an individual presentation, notes from all presentations, and taking on the role of questioner	
Final – case study analysis	**10%**

Grading and Evaluation
You will find a rubric attached to every major assignment so you will know what criteria determine your grades.

To earn an A in this course, you must demonstrate exemplary accomplishment of all assigned tasks. To earn a B, your work must be mature. A C represents work that meets the basic criteria of the assignment.

You must successfully complete all major assignments to receive a passing grade at the end of the semester.

> **What you should expect from me as your teacher:**
> I will strive to hear you, help you, and respect you. I will do my best to teach you in a way that works best for you. I will be fair. I will communicate clearly with you. If any of these things are not happening, please let me know. Your feedback is important to me.
> **What I should expect from you:**
> Please be present when you're in class. Listen, participate, and respect others. Communicate with me when you have a concern. Do your best. The more you put into learning, the more you will get from it.

Attendance and Grades

Absences damage your grade and create the probability that you will need to drop the course. Much of what occurs in English 3010 cannot be rescheduled, made up, or accepted late. (If you are participating in a school function, please see the following link for university policies about school-excused absences.)
https://catalog.utahtech.edu/academicpoliciesandprocedures/

To ensure your success, please understand these policies:
- Missing more than **four classes** will lower your grade. Specifically, if you accumulate 5 or more absences, your grade will decrease two increments. For example, a B+ becomes a B-; a C becomes a D+. The impact of absences on your learning (and your grade) is significant.
- **After too many absences, or if you are regularly tardy, you must drop the course, or you will receive an F.** Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.
- If you need to be late to class, please let me know. Coming in late is disruptive and disrespectful. **Four tardies will equal one absence unless you clear them with me.**
- If you have medical condition that will affect your attendance, speak to the Disability Resources Center to officially request an accommodation. I will work with the Resources Center to arrive at an accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
- **Do not schedule travel that requires you to leave campus early for spring break or for semester break**, since leaving early could conflict with your class or your final exam.
- **Missing during group work (including peer response) or on the day of an oral presentation means taking an F for that activity**.
- When classes are cancelled for scheduled conferences with me, **your conference counts as an absence if you miss it.**

Academic Dishonesty

I will not tolearate plagiarism in any form. Plagiarism is a serious legal and ethical breach and lack of respect, and it is treated as such by the university. Plagiarism occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other material without fully acknowledging its source. All work you submit in this class is to be 100% your own work. Any secondary sources (articles, images, music, interviews, websites, or other electronic media) used in this class must be properly cited.

Disability Accommodation

UTU strives to make learning materials and experiences accessible for all students, so If you are a student with a medical, psychological, or learning disability or anticipate physical or academic barriers based on disability, please let me know so we can discuss options. Students with documented disabilities need to contact the Disability Resource Center located in the North Plaza Building, next to the Testing Center (435-652-7516) to explore eligibility process and reasonable accommodations related to disability.

Diversity Affirmation

Utah Tech University affirms its commitment to the promotion of fairness and equity in all aspects of the educational institution. Harassment and discrimination – including sex/gender discrimination, gender identity, gender expression, sexual harassment, sexual misconduct, gender-based violence, dating violence, domestic violence, stalking, pregnancy or parental , family or marital status and or retaliation –not only disrupts our commitment to maintaining an environment in which every member of the University community is treated with respect and dignity, but may also violate University policy and federal, state, and/or local law.

Should you or someone you know experience behavior that is coercive, discriminatory, harassing, and or sexually violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact:
- Hazel Sainsbury, Dir. Of Equity Compliance, Title IX Coordinator: 435.652.7747 (ext. 7747) hazel.sainsbury@utahtech.edu ; titleix@utahtech.edu

Incidents may also be reported directly to law enforcement, either separately or in conjunction with any report made to the University's Title IX Coordinator, and the University will aid in making contact if requested.
- Utah Tech University Police: 435.275.4300 or by calling 9-1-1.

Maintaining a safe and inclusive University community is a shared responsibility. For more information on how Title IX protections can benefit you and help us keep a productive campus environment, visit titleix.dixie.edu to learn more.

 The Booth Wellness Center (BWC) is not just for physical health appointments and Covid testing. It is also open for mental health appointments. Call 435.652.7755 to schedule an appointment. It's important to take care of yourself so you can get the most out of your education.

Covid:
In accordance with guidance from the CDC, and the Utah Department of Health, the University is encouraging faculty, staff, and students to obtain COVID-19 vaccinations, isolate when sick, and return to normal activities — including attending work and class — **after 5 days of isolating and 24-hours of being symptom free**. You are responsible to self-monitor for symptoms of illness and communicate with me when isolation and temporary accommodations are necessary. I will work with you, but you need to let me know as soon as possible when you are in a situation where you may need to miss multiple classes.

Students who need to miss class for more than 6 classes should sign up for a fully remote class or take this class another semester.

I am planning on having a good semester. I hope you are, too! Stay in touch with me when you have concerns or needs

English Program Learning Outcomes (PLOs):

1. Critical Strategies: Apply critical terms, theoretical concepts, and interpretative strategies in the study of the English language with its written and visual texts.
2. Cultural and Ideological Awareness: Identify and examine the ideologies and core cultural beliefs present in multiple genres, forms, and modes.
3. Collaborative Learning: Analyze and evaluate texts, apply research methods, and produce scholarly, technical, and/or creative writing through varying collaborative activities.
4. Research & Information Literacy: Conduct advanced research and produce scholarly, technical, and/or creative writing for potential publication or formal presentation that exhibits sound rhetorical structure and source integration.
5. Professional Development: Prepare for employment by developing and demonstrating skills in critical thinking and sophistication in scholarly, technical, and/or creative writing.

Course Learning Outcomes (CLOs):

CLO	Course Assignments & Assessments	PLO
After successful completion of this course, students will be able to:		
1. Explain an ethical framework used in business contexts and identify when ethical issues in business arise for which the framework should be applied.	• Ethics article analyses • Response Log • Final	1, 2, 4, 5
2. Apply an ethical framework to analyze and resolve ethical dilemmas.	• Ethics article analyses • Final	1, 2, 5
3. Write clear, correct, concise, complete, and culturally aware artifacts for professional contexts.	• Response Log • Business Communication Packet • Recommendation report and presentation	2, 5
4. Write, design, and analyze several types of business documents using appropriate media.	• Business Communication Packet • Recommendation report and presentation	2, 5
5. Synthesize research with their own ideas to produce artifacts and oral presentations that inform and persuade a target audience.	• Recommendation report and presentation	4, 5
6. Demonstrate the ability to collaborate well with others to produce quality rhetorical documents.	• Peer responses • Recommendation report and presentation	3, 4, 5

Tentative Class schedule

Activities and due dates are subject to change, based on the needs of the class

- Make sure you check **each week's module** in Canvas to see what the specific assignments are for the week. This schedule is incomplete right now.
- Plan to finish assigned readings **before** class. These are designed to help you understand and engage in the day's concepts so you can be fully prepared for class.
- Major deadlines and readings are shown on this schedule so you can plan ahead. Reading assignment and other smaller assignment deadlines that will occur after mid-semester will be shown in Modules.

Week	In-class activities	What's due	Readings to be prepared with before class
1/8	Using the Framework		"The Coffee Planter of St. Domingo"
1/15	Visual rhetoric, Sharing slides	Group slides Response Log #1 Annotations, pp 1-16	The first 16 pages of ethics booklet: "Understanding the Foundations of Ethical Reasoning"
1/22	Business genres "You" attitude, Positive emphasis	Annotations, pp 16> Questions for class "You attitude"	The rest of the ethics booklet: "Understanding the Foundations of Ethical Reasoning"
1/29	Business genres		OER materials (see Module for the week for readings)
2/5	Business genres	Business Comm packet	OER materials
2/12	Document design	Response Log #2	OER materials
2/19	usability		OER materials
2/26	collaboration	Usability worksheet	OER materials
2/5	Proposals and reports	Response Log #3 Team charter Team plan	OER materials
3/12	Spring Break		
3/19	Reports		OER materials
3/26	Reports		
4/2	Reports		
4/9	Reports	Report rough draft	OER materials
4/16	presentations	Report final draft	
4/23	presentations	Course evaluation	
Week of 4/30	Finals		Ethics case studies