

ENG 370-61: Report & Proposal Writing

Summer, 2016

10:50am – 12:05pm MTWRF | Humanities 110

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Course Description:

Report & Proposal Writing is a course designed to introduce students to the rhetorical knowledge, technical skills, and production practices associated with contemporary workplace writing- both corporate and non-profit in nature. As such, the primary focus of this course will be on developing students' writing abilities through guided practice of various forms of reportage (i.e., declarative rhetoric about "the way things are") evident in memos, research summaries, and internal report writing; and proposals (i.e., propositional rhetoric about "the way things should be") evident in an extended study of a workplace problem. Students will examine the use of rhetorical approaches to writing as a means of solving contemporary workplace problems. Because contemporary workplaces thrive on collaboration, students can expect to work both individually and in teams to produce professional-quality written materials for a variety of purposes, audiences, and situations.

Learning Outcomes:

By the end of this course, students will be able to:

- Write to inform and persuade professional audiences, employing appropriate rhetorical strategies related to report and proposal genres.
- Conduct research using multiple sources, evaluating source quality, and synthesizing findings for diverse audiences.
- Present research and writing formally to the class and, optionally, selected professional audiences.
- Revise and edit a variety of texts from professional genres to achieve the clarity, conciseness, and grammatical/mechanical correctness suitable for a workplace audience.

Materials Needed

Daily access to Isidore and UD email

Course Readings

Storage/Portable Memory for files (Drive, Dropbox, or a Jumpdrive)

Assignments:

There are 6 major assignments in this class that overlap temporally and conceptually.

1. Pre/Post-Course Memos: At the beginning of the course, and again at the end of the course, you will write reflective assessments of your professional writing abilities. These tasks will allow you to reflect upon the ways in which you might apply course content to a variety of professional writing situations and allow you to explain what, if anything, you gain from the course.
2. Rhetorical Analysis Memo: You will conduct a rhetorical analysis of a significant report or proposal, identifying the rhetorical strategies at work in the document and the ways those rhetorical strategies apply to the specific purpose and audience of the document.

3. Occupational Outlook Short Report: You will create a 1-page report outlining the occupational outlook for a career field/position to which you aspire, drawing on data from the United States Bureau of Labor Statistics (or appropriate international resource) and at least 1 professional organization in the field.
4. Case Study Report: You will investigate through both primary and secondary research the role of workplace writing in a position to which you aspire. Your research will focus particularly on:
 - (a) the forms of writing required in this position and the purposes and audiences for each;
 - (b) the features of the writing required in this position, and
 - (c) the function(s) of writing – what work it accomplishes – for someone in this position.
 To do this, you will consult both print texts and interview someone working in your chosen field/position.
5. Team Project Proposal: Collaboratively, you will write a brief (3-4 page) proposal for a team-based final project. Your proposal should identify a real organization in need of change, identify the major problem in the organization that you will investigate, and develop a plan for investigating and proposing a solution to that organizational problem. You must also make the case for how each team member will contribute to the project and why s/he is qualified to contribute to the project.
6. Final Project Proposal & Presentation: Collaboratively, you will write an extended (~15 page) unsolicited proposal to the organizational problem you identify in your proposal. To do this, you will conduct research using primary and secondary sources to develop possible solutions, compare across potential solutions, and advocate that your audience select a particular option among the range of solutions you provide. In addition to your written report, you will present a persuasive “pitch” in an oral presentation on the last day of class.

Grading:

The breakdown of grades is as follows:

Pre/Post Memos:	2 @ 25pts. each	50 Points	93-100: A
Rhetorical Analysis Memo:		30 Points	90-92: A-
Occupation Report:		35 Points	87-89: B+
Case Study Report:		65 Points	83-86: B
Team Project Proposal:		40 Points	80-82: B-
Final Project Proposal:		150 Points	77-79: C+
Final Project Presentation:		30 Points	73-76: C
In-Class Writing:		50 Points	70-72: C-
Participation:		50 Points	60-69: D
	Total:	500 Points	Below 60: F

The grading scale percentages are:

Course Schedule:

Note: This schedule is tentative and subject to change.

Date	In-Class Work	Assignments Due
5/16	Course Introduction; Self-Introductions	
5/17	Review: Rhetorical Principles for Written Communication	Read "The Rhetorical Situation" (linked on Isidore)
5/18	Factors Affecting Workplace Communication; Assign Pre-Course Memo	
5/19	Applying Rhetorical Principles to Professional Documents: Rhetorical Analysis	Pre-Course Memo Due to Isidore
5/20	Drafting the Rhetorical Analysis	
Week 2		
5/23	Writing About Quantitative Data; Narratives from Numbers	Rhetorical Analysis Memo Due to Isidore
5/24	Assign the Occupational Outlook Report; analyze sample	Review sample report on Isidore
5/25	Organizing Reports; Writing with attention to CRAP	Bring in Data from BLS & Professional Organizations;
5/26	Editing the OOR for Concision; Assign Case Study Report	Rough Draft of Occupational Outlook Report Due
5/27	Writing Letters of Inquiry for Case Study Report; Developing Interview Questions	Final Draft of OOR Due to Isidore; Read MacNealy's "Case Studies" article & "Informal Reports" chapter
Week 3		
5/30	No Class – Memorial Day	Post 20 Interview Questions
5/31	Doing Interviews	Write instructions for interview participants
6/1	Analyzing Text Samples	Read sample texts provided on Isidore
6/2	Writing the Case Study Report	Review Sample Case Study Reports on Isidore
6/3	Research Day for Case Study Report	
Week 4		
6/6	Writing in a Team; Overview of Project Proposal	Read "Planning Collaboration"
6/7	Drafting the Project Proposal: Developing Problem Descriptions	
6/8	Drafting the Project Proposal: Preparing Timelines & Documenting Sources	Read "Getting Started with Task Schedules"
6/9	Writing Day for Case Study/Final Project	
6/10	Writing Day for Case Study/Final Project	Team Proposals due to Isidore
Week 5		
6/13	Team Meetings with PT	Meet with PT for response to project proposals
6/14	Researching the Final Project Proposal	Case Study Reports Due to Isidore
6/15	Researching the Final Project Proposal	
6/16	Researching the Final Project Proposal	
6/17	Researching the Final Project Proposal	
Week 6		
6/20	Peer Review of Final Project Proposals	Rough Drafts of Final Project Proposals due in class (4 copies)
6/21	Editing Final Project Proposals; Assign Final Presentations	Your tasks this week will be determined by your group's research, writing, and editing needs for the final project proposal & presentation.
6/22	Editing Final Project Proposals; Assign Post-Course Reflection Memo	
6/23	Developing Presentation Visual/Verbal Content	
6/24	In-Class Presentations of Final Proposals	