

## GUIDELINES FOR ENGLISH 307

- 307 Professional Writing 3 credits. An intensive course covering skills and conventions pertinent to professional writing. Applications in disciplines or subjects of interest to the individual student. Especially appropriate for science, engineering, business, and pre-professional majors. Prerequisite: English 201 and completion of 45 credits.

English 307 prepares students for a variety of professional writing contexts and forms of technical discourse. This junior-level course also offers a specialized analysis of stylistic elements common in professional writing and instruction in advanced writing skills. Major forms of reports are discussed and assigned. Typically, students prepare realistic documents, involving audience and purpose analysis, document design (including graphic aids), and research development.

### Skills that students are expected to bring to English 307

- A. Basic skills in rhetoric outlined in the English 101 Guidelines, including choosing and focusing a subject, organizing multi-paragraph papers, shaping effective paragraph structures, providing readers the information they need to understand a new subject.
- B. Basic understanding of the grammar of English sentences as outlined in the English 101 Guidelines, including the ability to compose grammatically correct sentences in a variety of patterns used in written English.
- C. Mastery of the conventions of the writing system of standard edited English, including conventions of spelling, punctuation, capitalization, and manuscript form.
- D. Ability to choose and to present relevant evidence and arguments; see the English 201 Guidelines.
- E. Mastery of basic library research techniques as presented in English 201.
- F. Understanding what constitutes plagiarism and students' responsibility for doing their own work.

### Aims of English 307

- A. Emphasize professional standards of correctness, grammar, diction, paragraph structure, and conventions of written English.
- B. Provide students with an awareness of audience analysis and specific ways to restructure documents according to levels of readers, including providing for multiple levels of readers in one document. This involves adjusting to different stylistic levels of writing.
- C. Provide students with skills to analyze purpose and objectives in writing. This entails writing documents that follow fixed formats for discipline-specific audiences (such as NIH requests for proposals) and tailored formats for individual readers (such as progress reports), as well as document formats for standard reports (such as instruction manuals and literature reviews).
- D. Provide some analysis of common stylistic traits inherent to various academic disciplines (for example, when to use the passive verb, particularly in laboratory reports). Enhance and refine students' prose styles.
- E. Introduce essential research skills in major fields, generally in library research and specifically in individual disciplines. Enhance skills already acquired in English 201.

- F. Use and develop a consistent form of documentation of sources found in specific disciplines. This may allow students to demonstrate a knowledge of publishing conventions (journal requirements, for example) in their respective fields, and may allow students to write a publishable document during the course.
- G. Create an environment where revision skills are emphasized.
- H. Possibly offer alternatives to individually written products, such as group writing situations. This could entail learning interpersonal skills necessary to working in groups, and may involve other oral communication projects, such as oral reports and mock job interviews.

#### Written work of English 307

- A. Students may expect to write the equivalent of at least 25 typed or wordprocessed pages.
- B. Individual instructors may prefer unacceptable work to be revised rather than graded.
- C. Instructors may lower the grade on late papers or they may refuse it as work for the course.
- D. Students are encouraged to think carefully about expectations for the course in terms of their own field or discipline, matching expected writing tasks in real-world contexts with writing assignments in the course itself.

#### Attendance and class participation

- A. Students are required to attend class regularly. Missing more than six meetings of a Monday-Wednesday-Friday class, four meetings of a Tuesday-Thursday class, or two meetings of a once-a-week class may constitute grounds for failure. (Students who register late and miss classes as a result must assume that further absences may be possible only for illness or verifiable emergencies, with limits established at the discretion of the instructor.)
- B. Students are expected to come to class prepared to participate in the discussions and writing exercises so essential to a course on written composition.
- C. Written work must be turned in on time. Instructors may lower the grade on any assignment turned in late, or they may decline to give credit for the assignment.
- D. Instructors should schedule at least one mandatory conference with each student. Students are also encouraged to confer with their instructors as need arises.
- E. Instructors are not expected to spend either class time or conference time on writing problems proper to earlier courses in the composition sequence.

#### Uses of the Academic Skills Center

While enrolled in English 307, students are encouraged to seek extra help at the Academic Skills Center.