

EH 323 Workplace Writing: Course Policies and Syllabus

Welcome!

The purpose of this course is to help you gain confidence writing for different contexts, purposes, and audiences. You will learn how to become an effective communicator, no matter what field you may be entering.

Delivery Method

Hybrid: This is a hybrid course and combines online coursework with classroom instruction. Most of the communication occurs in the Canvas Learning Management System. I communicate primarily through **email**, weekly **announcements**, and the **modules** navigation page.

Required Texts and Materials:

- Supplemental materials/ readings (provided by instructor)
- Microsoft Office suite through JSU email account, including Word, PowerPoint, and Teams
- Free Zoom account
- Laptop computer with video camera, audio microphone, and reliable internet access

Course Description:

EH 323 Workplace Writing (3)

Writing skills, practices, and genres for the workplace, such as resumes, job applications, memos, emails, and reports, that support business processes and communication for diverse audiences. (Writing Intensive Course)

Course Objectives:

- Students completing this course will develop the following skills and abilities:
- Rhetorical strategies for writing in the workplace
- Genres and conventions of technical and professional communication
- Collaborative writing and project management
- Document design and writing technologies
- Ethics, accessibility, and inclusion in the workplace

Student Learning Outcomes:

Upon completing the course, the student will be able to

Analyze and write in a specific context defined by purpose and audience

- Analyze professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication, and public discourse.

Learn effective document design

- Learn to argue with visual data, understanding and implementing various principles of format, layout, and design of documents that meet multiple user/reader needs.

Write within a genre

- Learn and practice writing in various genres of professional and technical discourse like the memo, letter, technical reports, proposals, and descriptions, etc.

Develop your writing process, style, and editing techniques

- Develop and understand various strategies for planning, researching, drafting, and revising documents. Develop a clear, concise, and functional writing style. Develop techniques to become an effective critic and editor.

Practice Collaboration

- Learn and apply strategies for successful collaboration, such as working and communicating on-line with colleagues, setting and achieving project goals, and responding constructively to peers' work.

Attendance Defined for hybrid classes:

This is a hybrid course and combines online coursework with classroom instruction. You will need to demonstrate active involvement in the course activities by keeping up with reading responses, project deliverables, and other coursework. You will also need to respond to emails from the instructor as well as fellow students promptly to ensure that good communication flows in all directions. In person and online classes are listed in the schedule and are subject to change with notification to students.

Late and Make-up Policy:

A student may make up missed assignments or turn in late assignments during each module. Once the module has passed, there will be no opportunity to submit late assignments. For example, exercises for project 1 are in module 1—once the final draft of project 1 is submitted, there should be no late submissions of exercises, discussion posts, or drafts.

A missed **final draft** of a major project must be communicated to the instructor **within 3 days** of missing the deadline. It is the student's responsibility to plan with the instructor for making up the missed work. All assignments must be submitted to canvas as a file—please do not submit assignments as links (from google or dropbox). Any assignments submitted elsewhere will not be counted.

Student engagement (or, how to succeed in this course)

Success in this course depends heavily on your individual effort and active engagement. Because this is a **hybrid**, there will be some days where our class does not meet. To ensure continuity in our course, you will be expected to engage with instructional videos, readings, and activities.

You are expected to:

- Attend class meetings
- Watch assigned lecture videos in full (even if you watch them at 2x speed)
- Complete readings and learning activities by their deadlines
- Actively engage with the course content before attempting assignments or assessments

If you do not engage with the materials, you will **not receive the necessary content or knowledge** to succeed on quizzes, exams, discussions, or projects. Simply submitting

assignments without engaging with the instructional materials or attending class will likely result in poor performance.

This course requires consistent time, attention, and self-discipline. Hybrid learning offers flexibility, but it also places greater responsibility on you to keep up with the material. Falling behind or choosing not to engage is a choice that directly impacts your learning and your grade. If you are struggling with time management, understanding the material, or staying motivated, you are encouraged to reach out early for support. Effort and engagement are essential—and expected—for success in this course.

Grades

Assignment	Weight
Project 1: Document Series	20%
Project 2: Pre-Professional Documents	20%
Project 3: Information Design	20%
Project 4: Collaborative Report	25%
Exercises	15%

Conversion scale of final averages: A (90-100%), B (80-89%), C (70-79%), D (60-69%), or F (59% and below)

Project descriptions

Project 1: Document Series

You will be provided with a common workplace scenario and asked to prepare multiple documents necessary for addressing and navigating a significant conflict or communication failure. Preparing these documents asks you to consider and compose for audiences, both internal and external, with varying levels of technical knowledge, institutional power, and investment.

Project 2: Pre-Professional Documents

You will work to write and revise your pre-professional documents (also called job materials) to gain a better understanding of the skills you bring to the workplace. Project will focus on drafting a resume and cover letter and analyzing potential job ads.

Project 3: Information Design

Using the scenario provided, you will then use numerical data about the subject (in the form of studies, reports, spreadsheets, or articles) and select data to visualize and provide an overall sense of the subject to create a visually informative report.

Project 4: Collaborative Report

This unit asks you to write a recommendation report focused on a real word, local problem. Using the scenario provided, you will research and write a report that describes the problem, identifies possible solutions, and satisfies the needs of their intended audience by fulfilling the genre expectations of their chosen document. This is a group project, which means you will

work collaboratively on the report. The project requires significant research and the creation of a formal report. The final part of this assignment is a self and team evaluation.

Civility Statement:

You are expected to be respectful of others' opinions, ideas, time, work, and wellbeing, and to treat your classmates, instructor, and their work with the respect they would want in turn – both in the physical classroom and in the online setting. I expect every member of our classroom community to treat each other with equal respect, to strive for understanding, and to allow everyone to express their views without fear of ridicule or ostracization. The diverse perspectives that you and your classmates bring to this class will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs. Our class will foster an environment that honors the identities and backgrounds of all individuals. I invite any students who see or experience instances of bias, exclusion, or derogatory language or actions to report these instances directly to me.

University Academic Policies and Statements:

All official university academic policies are housed on the JSU website and apply to every student each semester. These policies are essential to your academic success and must be reviewed. You can access them by visiting <https://www.jsu.edu/academicaffairs/academicpolicies/index.html> or through the “Academic Policies” link included in your Canvas course.

University Academic Honesty Policy:

In a university community, true knowledge can be gained only through honest means. A [Scholar's Code](#) can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics.

Scholar's Code Violations Reporting:

Any attempt at academic dishonesty as defined by JSU's Scholar's Code—including **unauthorized use of AI** or AI-powered writing assistants used for sentence editing—will be reported to the university by your instructor via the [Academic Integrity Reporting Form](#). When students are reported for a violation of The Scholar's Code, they will receive an email notification. Repeated violations will result in additional disciplinary action.

In the English Department, if a student has been reported three times in the same class for violating The Scholar's Code, a grade of “F” (or “NC” in EH101, EH102, EH103, EH104, EH105, and EH106) may be assigned for the semester.

AI policy

Red Light: The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your

capacity to develop these skills and to meet the learning goals of this course. Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to the JSU's Scholar's Code. If you have any questions about what constitutes academic integrity in this course or at Jacksonville State University, please feel free to contact me to discuss your concerns.

All work submitted for this course must be your own. Any use of generative AI tools, including, but not limited to ChatGPT, when working on assignments is forbidden. Use of **generative AI** will be considered academic misconduct and subject to investigation.

Technology Policy

Jacksonville State University students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JSU Gamecock. Chromebooks, tablets, and smart phones cannot access all the electronic educational material and resources used at JSU and are therefore not suitable devices. <http://www.jsu.edu/it/laptop/>

In addition, AI-enabled smart glasses and wearable devices that include, but are not limited to, Meta Smart Glasses and similar eyewear/ wearables **are not permitted** in the classroom.

These technologies include (but are not limited to) those that:

- Contain integrated cameras and/or microphones;
- Connect to the internet, cloud services, or external applications; and/or
- Utilize artificial intelligence to transcribe, analyze, or generate audio, video, or images in real time.

While such tools may have legitimate applications outside of school, their functionality presents significant challenges within an educational environment. AI wearables as defined within our syllabus compromise privacy of other students and erode academic integrity. **As such, students found to be wearing such prohibited wearables will be asked to remove them and/or leave the classroom.**

Notice of Instructional Use:

All student work in this course may be used for instructional purposes in future classes and faculty professional development unless the student notifies the instructor in writing at the beginning of the semester to exclude their work. All identifying information will be removed from the work prior to using it as an instructional tool.

Inappropriate Papers and Assignments:

Papers and other assignments that the instructor considers offensive or inappropriate in attitude or content will be returned with a grade of zero. Papers or assignments that do not follow the prescribed assignment will receive a grade of zero. Papers or other assignments that contain AI-generated material when the assignment does not allow for any AI-generated material will receive a grade of zero. It will be up to the instructor to determine whether the

student will be allowed to turn in a different paper or assignment and if it will be eligible for any/all points.

Canvas Help and Support

Please visit the [Online@JSU](#) website for general Canvas help and support and for [Canvas computer requirements](#).

General JSU Tech Support

Website: [Technology Support Center](#)

Email: techcenter@jsu.edu

Phone: 256-782-8324

Cengage Help and Support

1 -800-354-9706

<https://cengage.force.com/s/login/>

What do I do if I am struggling in some aspect of my life?

There are lots of taboos that we never talk about. Things like money, food, and shelter because it seems we should all have these things, especially if we're in college. That's not necessarily true. We also don't talk about our mental health enough, and it's really easy to let things pile up mentally to where you start to suffer from the weight of it all.

If you have car problems, sickness, or any other issue not listed here—please come and talk with me. My door is always open, and I'll find ways to get you the help that you need.

Below are some resources on campus and in the community:

- Gamecock market: <https://www.jsu.edu/gamecockmarket/index.html>
- Mental health resource center: <https://jedfoundation.org/mental-health-resource-center/>

Important dates

Dates for Fall 2026	
Classes begin	August 19
Labor Day	September 7
Advisement/ grading day	October 8-9
Last day to drop a class or withdraw	November 11
Last day of class	December 1
Final exam week	December 2-8

FA26 EH 322 Technical Writing Schedule

Fall 2026 Schedule		
Date	Topics to be Discussed	Work to be Completed
Week 1 8/20 (IP)	Module 1.1 Introduction to PAD	Readings: • RAWWR Chapter 1: What is PTC? • RAWWR Chapter 2: Purpose • RAWWR Chapter 3: Audience Exercises: • Purpose and Audience • Purpose and Audience Analysis
Week 2 8/25(IP) 8/27 (O)	Module 1.2 Document Series	Readings: • RAWWR Chapter 12 Email • RAWWR Chapter 13 Letters • RAWWR Chapter 14 Memos Exercises: • Correspondence Analysis Assignment: • Document Design Project Draft due 8/30
Week 3 9/1 (IP) 9/3 (O)	Module 1.3 Revision and Final Draft of Document Series	Readings: • Instructor feedback Exercises: • Self-Review • Writing workshop Assignment: • Document Series Final Draft due 9/6 • Project 1 Reflection due 9/6
Week 4 9/8 (IP) 9/10 (O)	Module 2.1: Pre-Professional documents	Readings: • Project 2 instructions Exercises: • Job Ad Analysis • Job Keyword Analysis • Cover letter breakdown Assignment: • Job ad/ Resume/ Cover Letter draft due 9/13
Week 5 9/15 (IP) 9/17 (O)	Module 2.2: Pre-Professional documents revision	Readings: • Cover letter tips Exercises: • Self-review • Job material review Assignment: • Job ad/ Resume/ Cover Letter final due 9/13
Week 6 9/22 (IP)	Module 2.1 Introduction to Information Design	Readings: • RAWWR Chapter 5: Visual Design Exercises:

9/24 (IP)		• Introduction to Data Visualizations • Visual Analysis Activity • Working with and Analyzing Data
Week 7 9/29 (IP) 10/1 (IP)	Module 2.2 Drafting Information Design	Readings: • RAWWR Chapter 4: Document Design Exercises: • Ethics of Visual Design • Using Visuals in Document Design • Storyboarding to Connect Visuals to Argument Assignment: • Information Design Project Draft due 10/4
Week 8 10/6 (IP) 10/8 (O)	Module 2.3 Revision of Information Design	Readings: • Instructor feedback Exercises: • Self-Review
Week 9 10/13 (IP) 10/15 (IP)	Module 2.4 Revision and Final Draft of Information Design	Exercises: • Workshop • Self-Appraisal Assignment: • Information Design Project Final due 10/18 • Project 2 Reflection due 10/18
Week 10 10/20 (IP) 10/22 (O)	Module 3.1 Introduction to Collaboration & Project Management	Exercises: • Strengths and Weaknesses • Project Management • Team Charter Memo • Audience Analysis
Week 11 10/27 (IP) 10/29 (O)	Module 3.2 Research and Topic Development	Readings: • RAWWR Chapter 19: Reports Exercises: • PAD Analysis of Reports • Developing Problem Statements • Research Progress Report 1
Week 12 11/3 (IP) 11/5 (IP)	Module 3.3 Researching Problem Statements	Readings: • RAWWR Chapter 21: Workplace Research Exercises: • Surveys • Summarizing • Developing Decision Criteria • Progress Report 2
Week 13 11/10 (IP)	Module 3.4: Researching and Analyzing Solutions	Exercises: • Evaluating Solutions • Editing for Coherence and Cohesion • Executive Summary & Abstract

11/12 (O)		Assignment: Report Design Project Draft due 11/15
Week 14 11/17 (IP) 11/19 (O)	Module 3.5: Revision I	Readings: - Instructor Feedback Exercises: - Self-Review - Report Workshop
Week 15 11/24 11/26	Thanksgiving break	No class or work due
Week 16 12/1 (O)	Module 3.6 Final Revisions	Assignment: - Report Project Final due 12/2 - Project 3 Reflection due 12/2 All work due by 12/2

*Disclaimer: Syllabus and Schedule are subject to change with notification to students.