

## **SYLLABUS**

English 250

Section 5, MTWRF 8-9:50, Bishop 103

Section 4, MTWRF, 12-1:50, Bishop 107

**Summer II, 2005**

Instructor: Gabriel Scala  
Email: jgabriel@olemiss.edu  
Office: 301 Somerville  
Office Hours: Monday & Friday 2-3:00, and by appointment  
Mailbox: 207 Somerville  
Writing Center: Ste 310 – J.D. Williams Library

### **APPLIED WRITING**

English 250 is an advanced course which prepares students for the rigors of academic and career-related writing and documentation. Students in ENGL 250 classes work with advanced texts and are expected to progress to a high level of expertise. ENGL 250 is recommended for non-English-majors. English majors who want advanced writing courses should take the Junior Seminars on Major Authors (ENGL390, 391, 392) or ENGL320, Advanced Writing for English Majors

### **IMPORTANT DATES**

- Thursday, June 20 First day of class
- Monday, July 4 No Class – 4<sup>th</sup> of July Holiday
- Tuesday, July 5 Topic for presentation/long report DUE  
Ex. 2.18, 2.19, 2.20 and choice DUE
- Wednesday, July 6 Formal Business Letter & Memo DUE
- Friday, July 8 Rough Draft of Abstract DUE
- Tuesday, July 12 Ex. 8.3 DUE
- Wednesday, July 13 Resume DUE
- Friday, July 15 Cover Letter DUE
- Tuesday, July 19 Summary 1 DUE
- Wednesday, July 20 Summary 2 DUE
- Thursday, July 21 Summary 3 DUE
- Friday, July 22 Long Report DUE  
Summary 4 DUE
- Mon-Wed, July 25-27 Oral Presentations
- Wednesday, July 27 Last day of class

Week 1

COURSE INTRODUCTION

Thursday, June 30

**In Class Activities:** Go over Achievement Requirements, introductions, textbooks, blackboard etc. Discussion of oral presentation and long report assignments: students will spend the term working toward the completion of a long report and a presentation of the details of that report to be given during the last week of class. Each report/presentation should be in the student's field of interest/major and the topic must be decided and approved no later than Tuesday, July 5<sup>th</sup>. Due to the brevity of the summer session, **once a topic has been approved, no changes may be made.**

**Assignment:** Purchase the required texts at the campus bookstore. Read the preface and intro in *Strategies*, pp. 5-14 and pp. 3-16 in *Basics*.

Friday, July 1

**In Class Activities:** Discuss purpose, audience & tone. Do exercises on pp. 17-29 (*Basics*). **Break.** Read pp. 127-130 in *Strategies*. Discuss MEMOS: Read pp. 32-39 (*Basics*), do exercises on pp. 39-42.

Discuss the difference between memos and letters in preparation for tonight's homework.

**Assignment:** Read pp. 43-58 in *Basics*, complete exercises 2.18, 2.19, 2.20 and one other from the following: 2.12, 2.13, 2.14 or 2.16 (your choice) from pp. 59-62. Finalize topic choices for long report and presentation (min. of 2, max. of 4), DUE Tuesday, July 5.

Week 2

THE LONG REPORT (PREPARATION)

Monday, July 4

**No Class – 4<sup>th</sup> of July Holiday**

Tuesday, July 5

**TOPICS DUE**

**Ex. 2.18, 2.19, 2.20 and choice DUE**

**In Class Activities:** Students read their rewrites of exercise 2.19 – discuss. Read pp. 114-121 in *Strategies*. **Break.** Break class into four groups. Each group is to design a basic outline/summary of a letter that “sells” – goods, services, ideas, thoughts. Discuss strategies used and difficulties encountered.

**Assignment:** Take your outline/summary and turn it into a formal business letter. Write a memo in which you notify your boss of the details of the letter you've written. Due Wednesday.

Wednesday, July 6

**Formal Business Letter & Memo DUE**

**In Class Activities:** Hand back approved topics. Discuss Long Report assignment/answer questions, etc. All long reports are to have the following components (regardless of topic/subject matter): 1) Title Page, 2) Abstract, 3) Table of Contents, 4) List of Illustrations, 5) Glossary, 6) Text, 7) Visuals, 8) Correct Pagination and Documentation. At this point – all assignments are to work toward the long report/presentation. Read pp. 64-66 in *Basics*. **Break.** Read pp. 66-80 (various types of visuals) in *Basics* – discuss how these may be used in reports/presentations. As a class, do exercise 3.1 on p. 90-91. Look at exercise 3.6 – draft a rough sketch of this exercise.

**Assignment:** Read pp. 207-232 in *Strategies*.

Thursday, July 7

**In Class Activities:** Read pp. 200-206 in *Strategies* (“Ten Report Writing Pitfalls”). Discuss. Read pp. 130-139 in *Basics*. **Break.** In groups of 2, complete exercise 5.10. **Assignment:** Read “The Writing of Abstracts” on pp. 195-199 in *Strategies*. Write a rough draft of the abstract for your long report – due Friday.

Friday, July 8

### **Rough Draft of Abstract DUE**

**In Class Activities:** Question/Answer session regarding report/presentation. Report will be due Friday, July 22. Oral presentations will be given the final three days of class (business attire and visual aids are expected). Read pp. 236-266 (take a **Break** somewhere in the middle) – covering design elements of the long report. This is the last amount of time we will spend in class on this project – all remaining work is expected to be completed outside of class.

**Assignment:** Continue working on your long report/presentation – DUE Friday, July 22.

Week 3

### *THE JOB SEARCH AND YOUR RESUME*

Monday, July 11

**In Class Activities:** Look at applications for various types of positions. Students discuss strategies for applying for different types of jobs: management, service industry, professional positions, technical positions, blue collar positions, etc. Discuss the various sections of a job application and the best way to fill one out. Students create a list of past accomplishments/employment/education/references, etc. **Break.** Students create a list of possible jobs they may apply for in the future – this list should be comprehensive within their field of study and/or their field of interest. In pairs, students answer the following questions: 1) Why do you want to work in this field? 2) What strengths can you bring to this field? 3) What kind of training/education will you need to be successful in this field? 4) What opportunities does a job in this field offer?

**Assignment:** Read pp. 184-207 in *Basics*. Complete exercise 8.3 on p. 208 using your particular field of study/interest – DUE Tuesday.

Tuesday, July 12

### **Exercise 8.3 DUE**

**In Class Activities:** Discuss the findings from exercise 8.3. Begin discussion of resumes – students begin to list their achievements in the following areas: education, work experience, scholarships/honors/awards, community service/volunteer experience, other experience, skills (office skills, languages, etc.), other. **Break.** On a separate sheet, students list skills and experience required for their field. Discuss ways in which one prepares for entering a particular career. In four groups: students make a list of possible interview questions using p. 204 in *Basics* as a guide. Mock interviews tomorrow.

**Assignment:** Read pp. 265-293 in *Strategies*. Create your resume for tomorrow’s interview – business attire required.

Wednesday, July 13

### **Resume DUE**

**In Class Activities:** Mock interviews. Discussion.

**Assignment:** Continue working on your long report and presentation.

Thursday, July 14

**In Class Activities:** Read pp. 294-308 in *Strategies*. Discuss. **Break.** Begin drafting a general cover letter to be used as a template for future applications.

**Assignment:** Type your formal cover letter, due tomorrow. Read pp. 141-165 in *Strategies*.

Friday, July 15

**Cover Letter DUE**

**In Class Activities:** Discuss e-etiquette.

**Assignment:** Continue working on your long report and presentation. Have a good weekend!

Week 4

**BUSINESS ETHICS**

Monday, July 18

**In Class Activities:** Discuss the idea of “ethics” with students. How do ethics play out in professional situations? Educational situations? Relationships? What particular ethical issues do you imagine having in your particular field of interest? In groups of 2-3, discuss a particular ethical dilemma. Determine both the ethical and the non-ethical way of handling the situation as well as the pros and cons of both. **Break.** Each group is to present their ethical dilemma and discuss options for dealing with the situation.

**Assignment:** Read pp. 333-346 in *Strategies*. Write a summary of the article – due tomorrow.

Tuesday, July 19

**Summary 1 DUE**

**In Class Activities:** Discuss “Communication Failures Contributing to the Challenger Accident.” Read the ethical dilemma for the day. **Break.** Read the dilemma again, in small groups students discuss. Large group discussion.

**Assignment:** Read pp. 347-354 in *Strategies*. Write a summary of the article – due tomorrow.

Wednesday, July 20

**Summary 2 DUE**

**In Class Activities:** Discuss “How to Lie with Statistics.” Read the ethical dilemma for the day. **Break.** Read the dilemma again, in small groups students discuss. Large group discussion. Discuss oral reports – begin Monday, July 25<sup>th</sup>. Assign dates for presentations.

**Assignment:** Read pp. 355-365 in *Strategies*. Write a summary of the article – due tomorrow.

Thursday, July 21

**Summary 3 DUE**

**In Class Activities:** Discuss “Determining the Ethics of Style.” Read the ethical dilemma for the day. **Break.** Read the dilemma again, in small groups students discuss. Large group discussion. LONG REPORT DUE TOMORROW – discuss/answer questions, etc.

**Assignment:** Read pp. 367-378 in *Strategies*. Write a summary of the article – due tomorrow. LONG REPORT DUE TOMORROW

**Friday, July 22**

Long Report DUE, Summary 4 DUE

***In Class Activities:*** Discuss “Legal and Ethical Issues in Editing.” Read the ethical dilemma for the day. **Break.** Read the dilemma again, in small groups students discuss. Large group discussion. Discuss oral presentations which begin on Monday.

***Assignment:*** Read pp. 218-232 in *Basics* on Oral Presentations – Preparation and Delivery.

**Week 5**

**ORAL PRESENTATIONS**

Monday-Wednesday, July 25-27

***In Class Activities:*** Oral presentations