

# WRITING 211: WRITING FOR THE WORKPLACE

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## Contact Information

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**DR. PRIYA SIROHI**

Pronunciation:  
PREE-yah Si-ROW-hee

**EMAIL (PREFERRED):** PSIROHI@ITHACA.EDU

**OFFICE HOURS:** BY APPOINTMENT, ZOOM

**PRONOUNS:** SHE/HER

## Course Description

Welcome to WRTG 211: Writing for the Workplace! This course teaches the basics of writing business genres in professional settings. Genres include emails, memos, reports, proposals, web content, design, and data visualization for both private and non-profit work. The theme of this course is transformation. Business writing responds to social and cultural change like any other written genre. You will learn to adapt to shifting expectations in the professional workplace, and come to understand their impact on writing. You will leave this course with the practical skills needed to practice professional communication.

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*You can make anything by writing.*  
-C.S. Lewis

## LEARNING OUTCOMES

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INDEPENDENT  
INQUIRY



VISUAL  
ANALYSIS



ACADEMIC  
PREPAREDNESS



WRITING &  
SOCIAL CHANGE



LANGUAGE  
IN CONTEXT



TECHNOLOGY



CULTURAL  
COMPETENCY



RHETORICAL  
LITERACY



DIGITAL  
COMPOSITION

## MATERIALS

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No textbook required.  
All readings are  
available as accessible  
PDF's on Sakai

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### You will need the following technologies:

- Reliable Internet access
- Reliable computer, tablet, or phone access
- Headphones to improve Zoom call quality
- Microsoft Office Suite
- PDF Viewer (Preview, Adobe, etc.)

## ZOOM POLICIES

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- 1 Video is not required.
- 2 Stay muted unless called on. But, I might call on you to answer a question at any point. Even with video off, I expect attendance and participation.
- 3 Attendance will be enforced through a check-in system. I will confirm attendance through chat or Google Survey during class.
- 4 Pets are allowed. No one is going to be upset at seeing your cat or dog or parakeet. That said, keep distractions to a minimum if possible!
- 5 All Zoom links will be available on Sakai and the syllabus. Zoom sessions might be recorded.



## COURSE GOALS

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This class aims to prepare you to understand how writing in professional settings works. Writing itself, though, is changing with changing technologies. The course will prioritize adaptability, technology and genre analysis, and rhetoric. In other words, we'll be studying change itself. This is the best way to prepare you for the different kinds of writing that the future will hold, and have not been invented yet.

# POLICIES

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## ATTENDANCE

- You are allowed **three unexcused absences** without impact to your grade.
- These are absences where you do not communicate with me **at least 24 hours in advance.**
- You are allowed **three excused absences.** These are absences where you communicate with me at least 24 hours in advance.
- After these six absences, 20 points will be deducted from your Daily Writing & Participation grade for each absence.
- Lateness past 20 minutes will automatically count as an absence.
- **Absences cannot be retroactively excused. If you miss class, and then try to explain it later, it will still count as an absence.**

## CONDUCT

This course will explore topics of race, gender, sexuality, class, and culture in a safe, generative, and healthy way.

That being said, there are limits to that openness. The use of slurs, harassment, cyberbullying and other such behavior can and will be reported to the discretion of the instructor. This course is a safe space for people of every gender, race, sexuality, class, religion, ability, and culture.

You will be expected to work on the given assignment during in-class work time.

**Please respect the learning environment of the classroom.**

Disruptions in the form of talking over me, talking over a peer when, excessive use of your phone or other distractions, will not be tolerated.

If I have to stop class to handle disruptions more than **three times**, student(s) will be asked to leave class that day. They will not be able to make up any missed in-class writing assignments from that day. If I have to stop class to address disruptions a **fourth time**, student(s) responsible will be given an automatic F in the course or be asked to drop the course.

# UNITS

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**1**

## JOB PORTFOLIO

**25% of Total Course Grade**

Your job portfolio – résumé, cover letter, and elevator pitch – are crucial early career documents. Our first unit will help you craft your job portfolio in preparation for entering the workforce. Part of this assignment will involve experimenting with video résumés as a form of adapting to emerging digital terrains. We will further discuss how the nature of work and business is shifting as we speak.

## REQUIREMENTS

- A two page job ad analysis of a real job
- A cover letter and résumé that paints an accurate, brief, and compelling portrait of your experiences and qualifications for the job you've selected

## DRAFTING STAGES

- 1) Job Ad Analysis
- 2) Rough Draft of cover letter and résumé
- 3) Final Draft Submission

## PURPOSE

This project is designed to help you critically evaluate corporate culture, workplace expectations, and job portfolio genres. By developing your job portfolio in a peer reviewed and structured environment, you will walk away from this class with a strong set of application materials you can use for real jobs. This is also an opportunity to see how the job market is changing these days.

# UNITS

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2

## PROFESSIONAL SHORT FORM PROJECT

### 25% of Total Course Grade

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Newsletters, memos, short reports, updates, SOAP notes, analysis papers, and other kinds of documents that are more substantial than an email but smaller than formal reports make up a bulk of the professional documents (besides emails) you'll find in a professional setting. You'll investigate and find one such genre of document in your intended field and develop one.

### REQUIREMENTS

- 2-3 page document of something that could really exist in your field
- Highly designed for professional polish
- Written from a hypothetical perspective of an employee

### DRAFTING STAGES

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- 1) Proposal Memo
- 2) Rough draft and Peer Workshopping
- 3) Final Draft Submission

### PURPOSE

Professional organizations rely on these types of documents to gain updates about shifts and transformations in the field, learn about problems or developments in the organization, propose solutions or new initiatives, or share information. Unlike research papers, which are designed for specifically academic audiences, white papers are written by insiders for other insiders to the field or institution.

# UNITS

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## **3** FORMAL REPORT

**25% of Total Course Grade**

For this report, you will investigate how ChatGPT is changing the way documents are written in your field. You will summarize your findings, and then you'll recommend policies that your institution/business or field should adopt in light of ChatGPT and other generative AI.

### REQUIREMENTS

- 4-6 page document of something that could really exist in your field
- Highly designed for professional polish
- Written from a hypothetical perspective of an employee

### DRAFTING STAGES

- 1) Rough draft and Peer Workshopping
- 2) Final Draft Submission

### PURPOSE

ChatGPT is dramatically altering the way documents and other content is being developed, particularly in the private sector. In order to understand Workplace Writing in the new age of AI, you have to understand how different institutions are (or are not) using it. This will leave you better prepared for the changes that are sure to come in the coming years to your jobs and workplace communication.

**The final 25% of your total course grade is comprised of short writing assignments graded on completion, as well as attendance.**

# GRADING

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## GRADING SCALE

### A SCALE

- A+ 97%-100%
- A 93%-96.9%
- A- 90%-92.9%

### B SCALE

- B+ 87%-89.9%
- B 83%-86.9%
- B- 80%-82.9%

### C SCALE

- C+ 77%-79.9%
- C 73%-76.9%
- C- 70%-72.9%

### D SCALE

- D+ 67%-69.9%
- D 63%-66.9%
- D- 60%-62.9%

After each project rough draft is submitted, you'll meet with me to discuss my feedback. It's faster to give feedback in-person, and this offers you a chance to ask questions. Meetings will last about 15 minutes. No feedback is given on final drafts except for the rubrics. Rubrics use the grid format, and I'll highlight the relevant box under each grading category, as opposed to extended written feedback.

Late assignments can be submitted for points for **two weeks** after any due date. I reserve the right to determine if the assignment loses points after submission, or if I will still accept a submission after the two-week cutoff.

I will NOT ACCEPT any assignments after the last day of Finals Week (May 14th). If I email a final cutoff for late assignments, I won't give points to any submissions after that cutoff, even if you submit a significant number of assignments all at once. This includes in-class writing assignments or major projects.

# GENERATIVE AI POLICIES

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## USAGE



## MEANS



## CITATION

ChatGPT is widely used and accepted in the world outside of educational contexts. In this course, we'll be using ChatGPT in ways that help us understand its usage in professional settings. That being said, the course is also trying to teach **you** how to produce these documents. In doing so, you'll learn the genre conventions and purpose of those documents. Even if you use ChatGPT at work to make these documents in the future, you'll still need to be able to review them for accuracy and effectiveness. All ChatGPT or AI generated content has to get reviewed by a human - that person may one day be you.

**All usage of ChatGPT will be cited in this course. Use APA style, just like the rest of our documents.** The APA has its own ChatGPT citation example and format. Keep in mind that there will be situations where the use of ChatGPT etc. will be acceptable. Equally, there will be assignments where using AI will be **completely unacceptable**. Even a citation for those assignments will not stop that being a violation of academic integrity.

**Intentional usage of ChatGPT without citation will be treated as a violation of academic integrity.** I will assume that you are trying to pass off the work of AI as your own independent thinking. The assignment will get an automatic zero. If there is a second violation, you'll have a meeting with me to discuss strategies for avoiding ChatGPT and other generative AI. Should this persist, I will have to pursue measures with Academic Integrity and the College. The consequences can be severe for continued violations of academic integrity.



# THE WRITING CENTER



WRITING  
CENTER



## What does the Writing Center do?

We aim to help students from all disciplines, backgrounds, and experiences to develop greater independence as writers. We are committed to helping students see writing as central to critical and creative thinking.

## Can we make Zoom appointments?

- Yes! All appointments can be booked as Zoom appointments. Certain tutors are Zoom-only.
- Existing in-person appointments can be changed to Zoom by emailing your tutor. Find your tutor's contact info on the confirmation email sent to you when you make an appointment.

Appointments can be made at [lthaca.mywconline.com](http://lthaca.mywconline.com), also located on the [apps.ithaca.edu](http://apps.ithaca.edu) page.

## Hours & Locations

Monday - Friday from 9 AM to 5 PM

Location: Smiddy 107



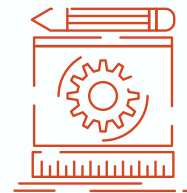
**NEW! Sunday - Thursday from 7 PM -10 PM.**

**Location: Gannett Center (Library) Second Floor Cubicles**

## What do tutoring sessions look like?

In a friendly, comfortable atmosphere, writers at all levels participate in one-on-one conferences with trained student and faculty tutors to work on effective strategies for all aspects of the writing process. Topics explored in these conferences may include:

- The generation, organization, and focusing of ideas
- Understanding assignments and readings
- Comprehensive rewriting of drafts
- Sentence structure and style
- Grammar, punctuation, and spelling
- Research and note-taking methods
- Citations



**We do NOT revise, edit/correct, or write papers for students.**

Instead, we help them learn how to do it themselves.

Official IC Website: <https://www.ithaca.edu/academics/writing-center>

# CAMPUS RESOURCES

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## CAPS

### **The Ithaca College Center for Counseling and Psychological Services (CAPS)**

promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact. CAPS is continuing to serve all enrolled students at this time via Telehealth. They have decided not to provide in-person services at this time to ensure the safety of students and staff. Staff in the office will answer questions by phone at 607-274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at [counseling@ithaca.edu](mailto:counseling@ithaca.edu). In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available. Remember, getting help is a smart and courageous thing to do.



## ACADEMIC ADVISING

### **Statement regarding the the Center for Academic Advising**

The Academic Advising Center supports IC students and has transitioned to a virtual model of advising. Students are able to set up both scheduled or drop-in appointments using Zoom and connect with an Academic Advisor. Contact the Advising Center to discuss registration questions, review degree requirements, talk about ICC requirements, discuss adding or changing majors or minors, receive help with study skills and strategies, and get help with any other academic advising related questions. You may also email [advisingcenter@ithaca.edu](mailto:advisingcenter@ithaca.edu) with your advising questions. To schedule an appointment go to: <https://www.ithaca.edu/academic-advising-center>.

# POLICIES

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## PLAGIARISM

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### From the Ithaca College Policy Manual

Whether intended or not, plagiarism is a serious offense against academic honesty. Under any circumstances, it is deceitful to represent as one's own work writing or ideas that belong to another person. Students should be aware how this offense is defined: Plagiarism is the unacknowledged use of someone else's published or unpublished ideas, whether this use consists of directly quoted material or paraphrased ideas. Although various disciplines follow styles of documentation that differ in some details, all forms of documentation make the following demands:

- That each quotation or paraphrase be acknowledged with footnotes or in-text citation
- That direct quotations be enclosed in quotation marks and be absolutely faithful to the wording of the source
- That paraphrased ideas be stated in language entirely different from the language of the source
- That a sequence of ideas identical to that of a source be attributed to that source;
- That all the sources the writer has drawn from in paraphrase or direct quotation or a combination of paraphrase and quotation be listed at the end of the paper under "Bibliography," "References," or "Works Cited," whichever heading the particular style of documentation requires.

**A student is guilty of plagiarism if he/she fails, intentionally or not, to follow any of these standard requirements of documentation.**

In a collaborative project, all students in the group may be held accountable for academic misconduct if they engage in plagiarism or are aware of plagiarism by others in their group and fail to report it. Students who participate in a collaborative project in which plagiarism has occurred will not be held accountable if they were not knowledgeable of the plagiarism.

What, then, do students not have to document? They need not cite their own ideas, references to their own experiences, or information that falls in the category of uncontroversial common knowledge (what a person reasonably well-informed about a subject might be expected to know.) They should acknowledge anything else.

### Other Forms of Academic Dishonesty

Other violations of academic honesty include, but are not limited to, the following behaviors:

- Handing in to a class a paper written by someone else;
- Handing in as an original work for a class a paper one has already submitted to another course;
- Handing in the same paper simultaneously to two courses without the full knowledge and explicit consent of all the faculty members involved;
- Having someone else rewrite or clean up a rough draft and submitting those revisions as one's own work;

These offenses violate the atmosphere of trust and mutual respect necessary to the process of learning.

# POLICIES

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## DISABILITY | TITLE IX

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In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable time-frame. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement. If a faculty member thinks an attendance-related accommodation would result in a fundamental alteration, concerns and potential alternatives should be discussed with SAS.

In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

Any student who misses class due to a family or individual health emergency or to a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork. A student may be excused for participation in College-authorized co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy. Students should notify their instructors as soon as possible of any anticipated absences.

### **Statement related to accommodations for students via Student Accessibility Services.**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities. Accommodations are available for remote, hybrid, and in-person study. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before any accommodations can be provided. Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. Students who wish to meet with an SAS specialist can email [sas@ithaca.edu](mailto:sas@ithaca.edu) to schedule an online or phone appointment.

### **Title IX**

Please note that if you disclose an experience related to sexual misconduct (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination, your professor can inform the Title IX Coordinator, [lkoenig@ithaca.edu](mailto:lkoenig@ithaca.edu), of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and, support those directly affected, and enhance the safety of our community. The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. For more information: <https://www.ithaca.edu/share>