

**Advanced Writing for the Professions  
BLHS 200-01**

**Place: Main Campus, Room TBD**

**Time: 5:20-7:50 Tuesdays**

**Professor Kathryn D Temple, J.D., Ph.D.**

[templek@georgetown.edu](mailto:templek@georgetown.edu)

703/216-5734 (cell)

**Professor Grace Foster, M.A.**

[gaf49@georgetown.edu](mailto:gaf49@georgetown.edu)

706/819-2285 (cell)

**Office hours before and after class by appointment.**

**Course Description and Objectives:** Communicating effectively in writing is an important skill in almost every professional setting. Advanced Professional Writing introduces students to writing skills applicable in a number of different arenas, including business, marketing, law, and academia. You will learn how to tackle white papers, memos, position papers, op-eds, social media, blogs, grants, slide decks, emails, and other genres in multiple contexts. How do these different genres demand attention to different types of audiences, rhetorical tasks, and conventions? How do you manage information in a white paper or grab an audience's attention using social media? Learn how to write persuasively, how to organize your work effectively, and how to adapt your style to different contexts and audiences, meanwhile developing a writing and editing process that allows you to write with confidence, beat procrastination, and meet your deadlines.

**Texts:**

<https://blogs.common.georgetown.edu/engl-736-spring2016/files/2016/01/Schrivver-2012.expertise-in-professional-comm.pdf>

Recommended: Williams, Joseph. *Style: Lessons in Clarity and Grace* (any edition will do, so shop amazon for the cheapest.)

Recommended: Brusaw, Charles T. and Alred, Gerald J. *Writing that Works: Communicating Effectively on the Job*, Bedford/St. Martin's, Twelfth Edition (March 4, 2016). **ISBN-10:** 131901948X. **ISBN-13:** 978-1319019488

**Assignments:**

20% - Each student will submit four blog-type discussion posts throughout the semester, each one analyzing a sample document from that week's genre (dates/genres TBD). Students will

analyze the effectiveness of the document, considering its structure, tone, voice, clarity, etc. Further directions will be provided. Posts should appear 24 hours before the class to which they relate and should take up issues from the readings for that class. All students will be responsible for reading all posts; the posts and the documents they analyze (which should be attached) will comprise part of the required reading for the semester. Posts should be between 250 and 500 words long and adhere to standard methods of composition. We especially welcome posts that advance discussions in class and/or discussions on the Canvas page itself. Each post is 5 percent of your grade.

30% - Two Essays - Each essay will be approximately five pages in length (doubled-spaced, one-inch margins) and will respond to the professors' prompts, which will be distributed early in the semester. Your essay may consist of a revision of a Canvas posting. Each paper is 15 percent of your grade.

15% - Industry Analysis - Each student chooses an industry/field—other than their own!—that they're curious about. Students will interview someone working in that field and learn about the writing landscape in it. What are the common writing tasks? What qualities of writing are valued in that field? What are the greatest writing challenges? Who in that field writes the most? Students will create a short slide deck and leave-behind based on their findings. The presentation should reference and build upon concepts discussed in class throughout the semester.

10% - Class Participation - Students are expected to participate fully in the class, demonstrating their engagement with the class materials and with the ongoing discussion. Discussion should advance and deepen our level of thought about the materials. Generally, discussion points should be drawn directly from the texts or lectures and students should be able to move fluidly from text to discussion point and back again.

20% - Final Examination - Students will design a multimodal project that requires them to communicate a message through several different genres to multiple audiences, accompanied by a reflection / rationale describing the choices they made regarding tone, structure, format, voice, etc.

**Absentee Policy:** Your success in the course depends on your engaged participation. More than one absence will lower your course grade by a half a grade (from an A to an A-, for example). Further absences and you will risk being dropped from the course or receiving a failing grade. Lateness (more than ten minutes) will count as an absence.

**Laptop/Electronic Device Policy:** Any non-class usage during class time will be penalized as an absence. Thus, you should turn off your alerts, silence your phone, etc. Because note-taking is much more effective when hand-written, you must keep a notebook for this class and take notes by hand unless you have a documented disability and accommodation. Electronic devices will be allowed only when necessary for course research or writing as determined by the instructor.

**Provisional Course Schedule (NOTE: Schedule is open to revision.)**

<b>Meeting</b>	<b>Writing Skill / Quality</b>	<b>Genre</b>
Week 1 – (1/15)	Intro	Course roadmap/overview
Week 2 – (1/22)	Audience awareness	Proposals
Week 3 – (1/29)	Industry analysis (conventions)	Legal writing
Week 4 – (2/5)	Storytelling	Acknowledgement letters/thank you letters/documentation letters
Week 5 – (2/12)	Headlining	Social media
Week 6 – (2/19)	BLUF (Bottom Line Up Front)	Emails
Week 7 – (2/26)	Scannability	Emails
Week 8 – (3/12)	Voice	Position papers / op-eds
Week 9 – (3/19)	Tone/formality	Academic writing
Week 10 – (3/26)	Concision	Executive summaries
Week 11 – (4/2)	Mechanics	Grant writing
Week 12 – (4/9)	Incorporating visuals	Leave behinds / slide decks
Week 13 – (4/16)	Incorporating evidence	White papers
Week 14 – (4/23)	Presentations / Case studies	Multiple genres
Week 15 – (4/30)	Presentations / Case studies	Multiple genres
Week 16 – (5/7)	Presentations / Case studies	Multiple genres

**Disabilities**

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).

**Turnitin.com**

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

## **Extreme weather, Emergencies, and Instructional Continuity**

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## **Georgetown Honor System**

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

## **Plagiarism**

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

## **Policy Accommodating Students' Religious Observances**

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

---

### ***Sexual Misconduct***

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

#### **Jen Schweer, MA, LPC**

Associate Director of Health Education Services for  
Sexual Assault Response and Prevention

(202) 687-0323

[jls242@georgetown.edu](mailto:jls242@georgetown.edu)

#### **Erica Shirley**

Trauma Specialist  
Counseling and Psychiatric  
Services (CAPS)

(202) 687-6985

[els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct can be found at:  
<https://sexualassault.georgetown.edu/get-help>.

### ***Pregnancy Adjustments and Accommodations***

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.