



DEPAUL

School of Continuing and Professional Studies

## Professional Communication in the Workplace Undergraduate Course Information Guide

**Course Number: DCM 330, 2 or 4 credits, 10 Weeks**  
**Delivery Formats: Online Async**

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### Course Description

This course provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts.

### Learning Outcomes

After completing this course, you will be able to:

- Understanding of and ability to analyze rhetorical roles of purpose, audience, and context in professional communication and writing.
- Ability to make informed decisions about the appropriate rhetorical tools to use in a specific professional communication situation and in specific organization contexts.
- Ability to demonstrate effective professional communication through writing, designing, and speaking in a variety of professional genres.
- Ability to analyze and develop your individual writing process for use in a professional setting.
- Ability to work collaboratively and independently to manage professional communication projects.

### Learning Strategies and Resources

#### Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Writing That Works: Communicating Effectively on the Job with 2020 APA Update, by Walter Oliu, Charles Brusaw, and Gerald Alred (13th Edition – 2020).

Paperback: ISBN 9781319361525, Ebook: ISBN 9781319368708

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

## **Learning Deliverables**

You will complete the following six projects in this course:

1. Email Project - Thinking through best practices in email correspondence.
2. Letter Project - Practice writing a difficult message.
3. Cover Letter & Resume Project - An opportunity for you to work on (or develop!) job application materials.
4. Software Learning Project - A three-week technical writing project in which some parts are completed individually and others with a small group (3-4 students).
5. Workplace Document Project - Researching, analyzing, and revising a document particular to your workplace.
6. Self Assessment Letter - An opportunity for you to reflect on your professional communication skills.
7. Online Discussions - Asynchronous discussions in the course to conduct rhetorical analyses, share revision strategies and job search resources, and reflect on prior knowledge and experiences in the course.

Course outcomes are developed in each project. Individualized Focus Area students develop the H2X competence in the analysis and planning stages of each project and the H3X competence in the writing and revision stages of each project. Students working on an FX competence will work with their instructor to identify how to develop it across these projects.

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## Assessment of Student Learning

### Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Email Project	10%
Letter Project	15%
Cover Letter & Resume Project	15%
Software Learning Project	25%
Workplace Document Project	20%
Self-Assessment Letter	5%
Online Discussions	10%

### Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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## Course Schedule

<b>Week or Module Title or Theme</b>	<b>Readings / Learning Activities</b>	<b>Graded Assignments</b>
Week 1, Module 1: Rhetoric, Audience, Process	<p>Chapter 1 - Understanding the Workplace Writing Context: A Case Study (3-29, 26 pages)</p> <p>Chapter 2 - Planning, Drafting, and Revising Workplace Writing: A Case Study (33-45, 12 pages)</p> <p>Chapter 7 - Writing E-mails, Memos, and Letters (242-270 – 28 pages)</p>	<p>1.1 Introductions and Reflection on Professional Communication</p> <p>1.2 Rhetorical Analysis of Email vs. Memo</p> <p>1.3 Email Project - Draft 1</p> <p>1.4 Email Project - Peer Review</p>
Week 2, Module 2: Shaping Texts, Building Arguments	<p>Chapter 2 - Planning, Drafting, and Revising Workplace Writing: A Case Study (46-61, 15 pages)</p> <p>Chapter 8 - Writing Routine and Sensitive Messages (276-304, 28 pages)</p> <p>Exercise #3 (Sunny River Resort) on p. 309 (1 page)</p>	<p>2.1 Rhetorical Analysis of Routine, Positive, and Negative Messages</p> <p>2.2 Letter Project - Planning Worksheet</p> <p>2.3 Letter Project - Draft 1</p> <p>2.4 Letter Project - Role Play</p>
Week 3, Module 3: Revision and Feedback	<p>Chapter 2 - Planning, Drafting, and Revising Workplace Writing: A Case Study (62-67, 5 pages)</p> <p>Chapter 9 - Writing Informal Reports (312-330, 18 pages)</p> <p>Part Four, Appendix (557-600)</p>	<p>3.1 Revision Strategies</p> <p>3.2 Sentences, Punctuation, and Mechanics</p> <p>3.3 Email Project - Draft 2</p> <p>3.4 Letter Project - Draft 2</p>
Week 4, Module 4: Employment Resources and Opportunities	<p>Chapter 14 – Finding the Right Job (492-553)</p>	<p>4.1 Job Search Resources</p> <p>4.2 Cover Letter &amp; Resume Project - Search for Job Opening</p>

		<p>4.3 Cover Letter &amp; Resume Project - Planning Worksheet</p> <p>4.4 Cover Letter &amp; Resume Project - Draft 1</p> <p>4.5 Cover Letter &amp; Resume Project - Peer Review</p>
Week 5, Module 5: Drafting Instructional Documents	<p>Chapter 4 - Conducting Research (94-149)</p> <p>Chapter 5 - Designing Text and Visuals (153-201, 48 pages)</p> <p>Chapter 11 - Writing Instructions (373-397, 24 pages)</p>	<p>5.1 Software Learning Project - Planning Worksheet - Individual</p> <p>5.2 Software Learning Project - Draft 1 - Individual</p> <p>5.3 Software Learning Project - Group Assignments and Planning - Group</p>
Week 6, Module 6: Collaboration and Usability	<p>Chapter 3 - Collaborating on Content (75-89, 14 pages)</p> <p>Revisit Testing for Usability from Chapter 11 (397, 1 page)</p>	<p>6.1 Software Learning Project - Draft 2 - Group</p> <p>6.2 Software Learning Project - Usability Testing Questions - Group</p> <p>6.3 Software Learning Project - Responses to Usability Testing Questions - Individual</p>
Week 7, Module 7: Finalizing and Presenting	<p>Chapter 10 - Writing Formal Reports (338-368, 30 pages)</p> <p>Chapter 13 - Giving Presentations and Conducting Meetings (453-487, 24 pages).</p>	<p>7.1 Software Learning Project - Revision Planning - Group</p> <p>7.2 Software Learning Project - Draft 3 - Group</p> <p>7.3 Software Learning Project - Report and Presentation - Individual</p>

Week 8, Module 8: Breathe	None	None
Week 9, Module 9: Document Analysis	Review Writing that Works Chapter 4 - Conducting Research (p. 94-149)	9.1 Workplace Document Project - Assessment  9.2 Workplace Document Project - Research Summary Memo  9.3 Workplace Document Project - Analysis and Revision Report – Draft 1
Week 10, Module 10: Tying it All Together	None	10.1 Revision: Cover Letter & Resume Project OR Workplace Document Project  10.2 Reflection and Feedback  10.3 Self-Assessment Letter

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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for

information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## **Course Syllabus**

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## **Course Registration**

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

### **School of Continuing and Professional Studies**

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago  
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.  
Telephone: 312-362-8001. General Email: [scps@depaul.edu](mailto:scps@depaul.edu)  
For Advising Assistance, call (312) 362-5445 or email [scpsadvising@depaul.edu](mailto:scpsadvising@depaul.edu)

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