

Course Description: In recent years, the business and professional world has seen a shift towards computing technologies. However, the paperless revolution never happened. We now live in an amalgam of old and new expectations and situations. This class thus aims to investigate new and old technologies, relationships, and documents relevant to workplace writing in the 21st century. We will examine traditional workplace documents and evaluate their new electronic counterparts. Furthermore, we will examine emerging hiring practices and collaborative writing practices of the 21st century workplace. Students will emerge from this class with the following skills: the ability to produce a video resume, storyboarding and planning skills, interviewing skills for face-to-face and electronic situations including interviews, screen-casting skills, data refinement methods (using Google analytics and refine). The semester will culminate in an electronic project that meshes written, audio, and visual text.

Questions this course asks:

- What is the relationship between internet writing, professional writing, and the economy at-large?
- What is the relationship between production, distribution, and circulation with respect to professional writing and writing in general?
- In what ways is culture and the identity of writers related to internet texts and economy?
- What kinds of jobs have emerged with the internet? With social media? What kinds of jobs may emerge?
- How might print workplace and professional documents need to be updated in light of internet functions and affordances? What aspects of these documents need to be retained and why?
- How have mobile applications and hardware changed the way writing circulates?

Course Objectives:

- To learn theoretical frameworks for online writing and authorship
- To identify strategies that professional online writers employ
- To understand the way writing functions in terms of circulation on the internet
- To develop effective techniques for qualitative internet research, including textual analysis of comments, interviewing skills, and integration of visuals/designs in writing

Texts:

- *All Edge: Inside the New Workplace Networks*, Clay Spinuzzi. 2015
- All other articles and chapters are posted to Moodle.

Plagiarism/Academic Integrity ([http://admin.illinois.edu/policy/code/article1\\_part4\\_1-401.html](http://admin.illinois.edu/policy/code/article1_part4_1-401.html)):

(1)Policy Statement. The University has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity.

(2)Expectations of Students. It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Students have been given notice of this Part by virtue of its

publication. Regardless of whether a student has actually read this Part, a student is charged with knowledge of it. Ignorance is not a defense.

(3)Expectations of Instructors. It is the responsibility of each Instructor to establish and maintain an environment that supports academic integrity. An essential part of each Instructor's responsibility is the enforcement of existing standards of academic integrity. If Instructors do not discourage and act upon violations of which they become aware, respect for those standards is undermined. Instructors should provide their students with a clear statement of their expectations concerning academic integrity.

#### Students Requiring Accommodations:

If you have a disability that requires accommodation in order for you to be successful in this class, please let me know immediately. If you haven't already, you should contact the Division of Disability Resources and Educational Services (DRES) for accommodation support. Their website is <http://www.disability.illinois.edu/>

#### Assignments:

- 1) **Class participation:** this includes traditional understandings of participation (coming prepared, participating in discussion) and active participation, such as asking classmates questions, taking a role in *shaping* class discussion, and challenging the instructor's and classmates' points of view. Graduate students are responsible for leading class discussion once during the semester; you must meet with me prior to the class meeting. (10%)
- 2) **Digital Media Job Application Portfolio.** You are to construct four different types of resumes: print, audio, video, and a website. You are also to write a short (between 500-750 word) reflection on the different affordances of each type of media. Expected during this is deep reflection about your chosen profession and how well your project fits into that community. Graduate students will also write a personal statement. (25%)
- 3) **Literature review and assessment of an e-business or e-market.** You will conduct a brief literature review about a particular e-business or e-market using the library's database system, publicly-available information, and your personal connections. You will synthesize this information in support of your assessment of the business or market's continued viability. 6+/10+ pgs. for undergraduates/graduates respectively. Screenshots and screencasting expected. You may work in pairs. (25%)
- 4) **Digital White Paper.** A two-page white paper for #3. More details to follow. (10%)
- 5) **Strategic Planning for an Internet Business.** You will conduct an in-depth study of an online organization/business and analyze how it uses writing (writing in a loosely defined way). You should conduct *at least two interviews (digital or otherwise)*. You are then to write a proposal for improving and/or expanding that internet business. There will be a poster presentation on your findings as well as an electronic portfolio. Graduate students will be required to write a market analysis that discusses the business' broader context. Screenshots and screencasting expected. You may work in groups of up to three. (30%)

John Gallagher  
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English 490: Workplace Writing in a Digital Age  
Office Hours: MWF 8am-9am and by appointment

MWF 10am  
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## Course Schedule

### *Part 1: Improving the Professional Digital Footprint*

#### Week 1: Course Introductions

- M Aug. 24 Syllabus review  
W Aug. 26 Bolter and Grusin's *Remediation* (part 3, "Networked Self"). Available on Moodle.  
Print resumes  
F Aug. 28 Print resumes

#### Week 2: Website/audio resumes and Storyboarding

- M Aug. 31 Berkelaar's "Worker as Politician" (PDF available on Moodle). Website resumes  
W Sep. 2 Website resumes  
F Sep. 4 Audio resumes (please bring a computer microphone if you have one)

#### Week 3: Video resumes and Storyboarding

- M Sep. 7 OFF  
W Sep. 9 Video resumes  
F Sep. 11 Video resumes

#### Week 4: Conferencing and Polishing

- M Sep. 14 Individual conferences (one-to-one meetings)  
W Sep. 16 Individual conferences (one-to-one meetings)  
F Sep. 18 Wolffe's "What Counts as Writing" (Available on Moodle)  
Layout out the feedback you would like from the project  
**DUE: Digital Media Job Application Portfolio**

### *Part 2: Critiquing and Improving Online Writing*

#### Week 5: Critiquing User Agreements and Interfaces

- M Sep. 21 Read Facebook's "User Agreement"  
W Sep. 23 Read Twitter's "User Agreement"  
F Sep. 25 Read Google's "User Agreement"

#### Week 6: Re-writing User Agreements

- M Sep. 28 In small groups: re-write user agreements of assigned company  
W Sep. 30 Select a user agreement (not Facebook, Twitter, or Google) to re-write in class  
F Oct. 1 Planning Meeting for E-business or E-market (group meetings)

#### Week 7: Searching for Improvement

- M Oct. 5 Introduction to search databases  
W Oct. 7 Improving User Interfaces (Reddit)  
F Oct. 9 Select a mobile or computer application to improve in class

#### Week 8

- M Oct. 12 Individual conferences (one-to-one meetings)  
W Oct. 14 Draft of e-business or e-market due; editing and group collaboration

F Oct. 16      Layout out the feedback you would like from the project  
**DUE: E-business or E-market Review and Assessment**

Week 9: White Paper introductions

M Oct. 19      White paper examples  
W Oct. 21      White paper examples  
F Oct. 23      Remediating white papers for the internet

Week 10: Producing White Papers

M Oct. 26      Draft of white papers; collaboration between groups  
W Oct. 28      Remediation of white paper  
F Oct. 30      Mid-semester evaluations and brainstorming ideas for final  
Layout out the feedback you would like from the project  
**DUE: White Paper**

*Part 3: Collaborative Online Strategic Planning*

Week 11: Collaboration

M Nov. 2      Spinuzzi, chapter 1+2  
W Nov. 4      Spinuzzi, chapter 3  
F Nov. 6      Spinuzzi, chapter 4 (drafts due)

Week 12: Case Studies of Collaboration

M Nov. 9      Spinuzzi, chapter 5  
W Nov. 11      Spinuzzi, chapter 6  
F Nov. 13      Planning Meeting (at a class)

Week 13: The Future of Collaboration in a Digital Age

M Nov. 16      Spinuzzi, chapter 7  
W Nov. 18      Spinuzzi, chapter 8  
F Nov. 20      Group conferences (drafts due)

Week 14: Thanksgiving Break!

Week 15

M Nov. 30      Spinuzzi, chapter 9+10  
W Dec. 2      Draft of posters due; five minute presentations on progress  
F Dec. 4      Layout out the feedback you would like from the project

Week 16

M Dec. 7      Formal evaluations (please attend class!) and last minute questions/assistance  
W Dec. 9      Poster presentations (you keep the hard copy)  
**DUE: Strategic Planning project**

*All assignments due by 5 pm Monday December 14, 2015  
(no exceptions—I start grading that night)*