ENGLIT 1111
Professional Writing in Global Contexts

Course Overview

As a student in this section of "Professional Writing in Global Contexts," you will explore conventions of professional writing as you explore Dublin, and the insights drawn from your personal experiences will inform the writing you produce. From a letter of inquiry requesting special access to materials, to a memo evaluating the suitability of a site in Dublin for an upcoming executive retreat, your professional writing skills will be fully integrated with your Dublin activities. For your final project for the course, you'll write an online article about one of your favorite Dublin places, and you'll have an opportunity to submit it for publication in an online venue!

In order to create effective and powerful documents for diverse global audiences, students need to be able to negotiate the expectations, assumptions, conventions, and professional practices of different contexts. This course will help advanced undergraduate students better understand how to communicate effectively about the specificities of their locale by writing for diverse audiences of readers and viewers.

Goals

Students in this course will:
- Identify cultural forms and elements specific to local professional writing, and compare with similar forms familiar from prior experience.
- Review and produce professional documents in different forms.
- Assess differences between academic and professional writing.
- Identify the needs and expectations of readers in a professional setting.
- Create powerful visual elements to support writing for best reception.
- Design a personalized research plan to support the production of a well-conceived public-facing final project.
- Revise and edit writing projects to ensure best presentation.

Requirements

Attendance is mandatory! Don't forget the attendance policy discussed during orientation, and limit any absences to emergencies *only*.

This is a "W" or writing intensive course in Pitt's curriculum. This means that you will do a minimum of 20 pages of writing over the course of the term, and have at least one chance to revise your work. But don't worry:

Milestones:
- Short weekly writing assignments
- Opportunity for online publication of major project
- Portfolio and revisions due on the last day of class

Noteworthy:

This course satisfies Pitt's W requirement.

This course counts toward the Public and Professional Writing Certificate.

Evaluation

Short writing assignments: 45%
"My Dublin" Project: 15%
Final Portfolio and revision: 15%
Peer-to-Peer Response Writing: 10%
Class participation: 15%

your writing will be spread out over our time together, and will add up very quickly.

Schedule	Deadlines
PRIOR TO ARRIVING IN DUBLIN, you should submit the following written documents, as outlined in the instructions I have shared with you via email: • Professional identity essay (3-4 pp.) • Formal memo outlining preliminary site selection and challenges you anticipate in completing your final project (2-3 pp.)	
Week 1 **Meeting 1:** —General introductions —Discussion of class projects, rules of the road —Importance of local language —Visit Liberty Market + scavenger hunt **Meeting 2:** Site visit debrief Evaluation of sample texts, to be distributed in advance Read assigned local history texts SITE VISIT: Sweny's Pharmacy	Due by Friday, 5:00 p.m.: market highlights and self-introduction (1-2 p.) Due by Sunday—Writing for Detail Exercise (2 pp.)
Week 2 **Meeting 1:** Site visit debrief; discuss "Dublin" historical entries from several sources SITE VISIT: Dublinia **Meeting 2:** Read Assigned Memo Read selected entries *Professional Writer's Handbook* SITE VISIT: Samuel Beckett Bridge and surroundings	Due by class-time, meeting 1—formal letter of inquiry (1 p.) Due by Sunday—Final project site selection and writing plan (1-2 pp.)
Week 3 **Meeting 1:** Brainstorming projects; considering audience Read short historical account SITE VISIT: Fourknocks Prehistoric Site **Meeting 2:** Presentation of draft plans and workshop Incorporating visual and textual elements	Due by class-time, meeting 1—Preliminary "My Dublin" drafting (1-2 pp.) Due by Friday Preliminary research results (1-2 p.)

Read selected entries from *Atlas Obscura* SITE VISIT: Marsh's Library	
Week 4 **Meeting 1:** Research Planning; evaluating online resources Writing for Background Read excerpts from *Meeting the Other Crowd* SITE VISIT: National Leprechaun Museum **Meeting 2:** "My Dublin" presentations; initial workshop Trouble-shooting final drafting Conferences with Hannah —Tears and goodbyes	Due by class-time, meeting 2—full draft of project writing (3 pp.) Due Friday, 10:00 p.m.—Workshop Responses (3 pp.)
Final Deadlines: Class portfolio, including Revision of Project Writing and Final Reflection (6-8 pp.)	

Policies

Late Papers: If one of your papers is late, you will be docked 1/3 of a letter grade for each day it is overdue. The only exceptions to this rule involve serious illness or family emergency.

Classroom Environment

We should aspire to treat one another with dignity and respect at all times, and our language should reflect this. To this end, I hope you will strive to use **gender-inclusive and non-sexist language**. Certainly we must also recognize that occasionally people (including your instructor) offend without intending to do so, and we should give one another the benefit of the doubt and recognize that each of us is doing the best he or she can every day.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-

binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Academic Integrity Policy

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.

View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

You are also advised to look at the guidelines for avoiding plagiarism on the Literature Program's website at http://www.english.pitt.edu/undergraduate/understand-and-avoid-plagiarism.