

ENG 20063: Business & Professional Writing
Service Learning Project (500 points)

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Purpose

As business and professional writers, the service learning project charges you with the task of providing marketing materials for a client. The process of creating a quality product for a client involves working with colleagues and breaking the task into a series of steps—doing research on your target audience, forming a plan, creating proposals and status updates, completing a product, and making professional presentations to fellow marketing teams.

Your service learning project consists of the elements listed below (also listed on your syllabus). Because many of these assignments comprise steps in completing your larger project, I have directed you to assignment requirements in the book, rather than creating separate assignment sheets. Each assignment links to a specific chapter; therefore, reading chapters remains crucial to successful completion of the work in this course.

Proposal (100 points)

Due Date

Audience

You should consider the instructor as your primary audience for the proposal (though this document should help your team proceed in a more objective-driven manner).

Description

Complete this project as a team. Read Chapter 8 of *SGTC* and follow directions on pages 191-92; but form your proposal to address the marketing materials you will produce and the rationale for your approach.

Evaluation Criteria

Appropriate and thorough response to assignment

Evidence of critical thinking

Incorporation of rhetorical moves appropriate to the target audience and purpose

Use of effective document design

Use of business and professional writing conventions

Presentation of error-free texts

Status Report (50 points)

Due Date

Audience

Consider your peers, in their professional role as fellow marketing colleagues, as your audience for the status report.

Description

Complete this project as a team. Read Chapter 9 and follow directions on page 199, but gear your status report toward your service learning project.

Evaluation Criteria

Appropriate and thorough response to assignment

Evidence of critical thinking

Incorporation of rhetorical moves appropriate to the target audience and purpose

Use of effective document design

Use of business and professional writing conventions

Presentation of error-free texts

Marketing Project Presentation (50 points)

Due Date

Audience

The instructor and fellow marketing teams will serve as the audience for your presentation.

Description

Read Chapter 13 of *SGTC* and use the knowledge you gain from this reading to create a presentation. Your presentation should reach 10 minutes in length and present your marketing materials (though this does not mean that you need to present the final product(s)). What do these marketing materials have to offer the May 4 Visitors Center? What rationale supports the rhetorical decisions you made to create your marketing materials? What business-related ideas were integrated into your materials? Persuade the audience that your work has practical and creative value.

Evaluation Criteria

Engaging and relevant content

Visual appeal

Knowledge of the topic

Effective delivery (tone, eye contact, volume of voice)

Presentation length (10 minutes)

Professionalism (hint: You may want to think twice before wearing jeans and a hoodie to class when you give your presentation)

Final Marketing Project (300 points)

Due Date

Audience

Your audience consists of high school teachers following the Common Core curriculum standards, or the administrators who oversee these teachers. The directors of the May 4 Visitor's Center will view and read your materials and make a decision about their possible use for the Center.

Description

The May 4 Visitors Center seeks web-based videos and brochures as marketing materials for a target audience of high school teachers or administrators. Therefore, in groups of two, you will complete both a video (200 points) and a digital brochure (100 points) for this purpose.

You must determine what you know about this target audience, what you need to find out, and how you will gain that information. From there, you will make a plan and produce compositions that persuade your target audience that the May 4 Visitors Center can make significant contributions to high school curriculum, and explain how it can make those contributions. Exceptional projects completed in this course will be submitted for viewing by the directors of the May 4 Visitors Center and considered for use.

Evaluation Criteria

Incorporation of rhetorical moves appropriate to the target audience and purpose

Use of effective print and online document design

Consideration of ethical issues discussed in class

Use of business, professional, and technical writing conventions

Demonstration of visual appeal

Presentation of error-free texts