

English 2311.01  
Spring, 2015

## English 2311.01 Technical and Business Writing

Location: Academic & Computing Resources 203  
Sec 1 - Tuesday Thursday: 9:30 – 10:45 am  
Instructor: Theron Francis, Ph.D.  
Email: [tfrancis@sulross.edu](mailto:tfrancis@sulross.edu)  
Office: Morelock 112C  
Office Phone: 837-8283  
Office Hours: MWF: 11:00 am - noon

### Required Text

*Professional Writing Online*, by Johndan Johnson-Eilola, Patricia Sullivan, and James Porter.  
Boston: Allyn & Bacon/Longman, 2009, which is

Available at

1. SRSU Bookstore in the University Center and
2. <http://www.pearsonhighered.com/educator/product/Professional-Writing-Online-Version-30/9780205652129.page>.

Be sure to purchase unopened copies of the guide because used password codes are not transferable. Keep your password in a safe place. Passwords cannot be shared.

### Course Description

English 2311 teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large, as well as by the expectations of SRSU students and programs. English 2311 should take place in a networked computer classroom to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their professional writing ethically, for multiple audiences, in a variety of professional situations.

### Departmental ENG 2311 Course Objectives

1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies
3. Strengthen collaborative writing skills and
4. Experiment with written genres and multiple media

The course promotes skills in the following areas:

#### The Writing Process

Developing and understand various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and ethically to professional situations and audiences.

#### Writing in Context

Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication and public discourse.

#### Research

Understanding and using various research methods to produce professional documents, including analyzing professional contexts, assessing and using information resources, and determining how various media and technologies affect and are affected by users and readers.

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### **Technology**

Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.

### **Document Design**

Learning to argue with visual data, understanding and implementing various principles of format, layout, and design of professional documents that meet multiple user and reader needs.

### **Within the SRSU English program, graduating students will demonstrate that they can,**

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

### **Attendance and Class Participation**

The class participation grade will be determined by

- a. Attendance
  - b. Participation in classroom discussion and problem solving.
  - c. The help you give to others in conferencing and editing.
- (100 total points)

### **Attendance Policy**

Two absences are permitted during the semester. One letter grade will be subtracted from the Class Attendance percentage for each additional absence. ***More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.*** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

### **Professionalism**

Professionalism is always being present, punctual and prepared to participate in the business of the class. Because this is a business writing course, most projects will be collaborative. If a team member proves not to be reliable, the other team member can remove him from the group. Because the student failed to contribute to the team, even if they complete the project independently, their grade will be lowered. In general student grades on collaborative projects will be commensurate with the quality and quantity of their contributions to the projects. The success of this course depends upon everyone participating in classroom discussion. As a result, 10% of your course grade will be rewarded for the quantity and quality of your class participation. Your attendance, the degree to which you support the efforts of other students in class, and your own effort will also be considered as a part of this grade.

### **Classroom Etiquette**

The course content is relevant to your undergraduate study as well as your lives. Class time will not be wasted. Also, your peers and professor will appreciate respect and courtesy. So avoid behaviors that might offend or disrupt others (like cell phones and early departures). Please also be careful to avoid excessively argumentative, sexist or racist language that may offend others and undermine the free exchange of ideas. Sexual harassment among students also threatens each student's sense of security. Anyone can make a mistake now and then, but repeated insensitivity to others will result in being asked to drop the course.

## **PROJECTS**

### **1. Quizzes on Readings from PWO (100 points)**

There will be quizzes after each of the three units of the course on readings from textbook Professional Writing Online. The quizzes will be online through Blackboard. They will cover material which is linked on Blackboard through the 2311 Course Reading Calendar. Quizzes will be open for only two weeks.

### **2. Employment Project (300 points)**

For Project 1, you will be asked to locate two jobs for which you are or will be qualified and develop a portfolio of employment documents for two hypothetical applications. Step 1 of the project asks you to learn about and use various web-based resources for job seekers and select two jobs to pursue. Step 2 asks you to prepare cover letters (i.e., "Job Application Letter"). Step 3 asks you to prepare a resume/s suitable for the positions. In Step 4, you will assess your experience in a "Project Assessment Document." In the process of completing each step, you will work closely with your peers and me to shape your writing so that it represents you and your qualifications fully and effectively, given the rhetorical circumstances.

### **3. White Paper Research Project (250 points)**

E-Commerce Project in PWO

For Project 2, you will be asked to do web-based research (and perhaps some library research) and to write an informative report on the question of electronic commerce, or "e-commerce." The purpose of this project is (a) to help you gain some expertise on a particular topic of importance to business (web commerce) and (b) to produce a report of interest and value to organizations that conduct web commerce. This project will have three preliminary phases:

1. A collaborative rhetorical analysis of two published white papers. (50)
2. A statement of purpose and annotated bibliography (50 points)
3. A graphic done by each student, illustrating an important idea in your report. (50)
4. A section of a larger report completed collaboratively as a team (100)

The knowledge you gain from this research paper can be applied to project 3, the service project, which usually takes the form of a recommendation report.

### **4. Service Project (250 points) – Team Project**

Compose a research report that can fit into one of several different genres, such as a recommendation report, a business plan, an informative brochure, a position letter or a proposal. This project will be completed in several phases through the course of the semester. If tasks overlap, time management will be planned through using a Gantt chart, which will be included in the team's project proposal.

The Service Learning Project contain the following sub-projects:

1. Client Field Research Memo: an analysis of a professional context combined with a Project Proposal, which is negotiated with the client and the instructor (50)
2. A presentation to the client. (50)
3. A section of a larger report completed collaboratively as a team (150)

### **Some Possible Service Learning Projects**

1. A business plan for a Big Bend non-profit health organization, such as the multiple sclerosis society.
2. A recommendation report for the Alpine Community Garden's web presence.
3. Propose a business plan for the acquisition of private property on Hancock Hill.
4. Bicycle advocacy and project proposals for the Big Bend region (see Adventure Cycling Project).
5. Ballot redesign project: evaluate accessibility and reliability of voting methods in the region and compose a recommendation report for changes in technology and procedures.

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6. A Usability Study and Recommendation Report for the SRSU Library's website.
7. Carbon Footprint Reduction Campaign for SRSU, any SRSU department, or a local corporation. (See Carbon Footprint Reduction Campaign)
8. Proposal to Study Economic feasibility of Municipal Wi-Fi
9. Environmental Impact Position Statement (See Poly Chemical Risk Assessment)
10. E-Commerce recommendation report for a regional non-profit organization or SRSU student organization.
11. Sports equipment safety standards proposal for a SRSU or other local sports team. (See NCAA Bats Standards Case)

### GRADING

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

| Projects                          | Due Date         | %   | Points |
|-----------------------------------|------------------|-----|--------|
| Quizzes                           | End of each unit | 10  | 100    |
| <b>Employment Project</b>         | February 19      | 30  | 300    |
| <b>White Paper Report</b>         | April 7          | 25  | 250    |
| Individual Section of Report      |                  | 10  | 100    |
| ISIS Report                       | March 3          | 5   | 50     |
| White Paper Statement of Purpose  | March 12         | 0   | 0      |
| Annotated Bibliography            | March 24         | 5   | 50     |
| Graphic                           | March 31         | 5   | 50     |
| <b>Service Learning Project</b>   | May 6            | 25  | 250    |
| Client Research Memo and Proposal | April 2          | 5   | 50     |
| Collaborative Project             |                  | 15  | 150    |
| Presentations                     | April 24-29      | 5   | 50     |
| Class Participation               |                  | 10  | 100    |
| Total Points Available            |                  | 100 | 1000   |

### DEADLINES

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

### Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

### Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

Mary Elizabeth Schwartze  
Accessibility Services Coordinator  
Counseling and Accessibility Services  
Ferguson Hall Rm. 122  
432-837-8399

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[mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

### Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email [writing@sulross.edu](mailto:writing@sulross.edu)

### Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

### Course Calendar

| Dates                                      | Activities  | Readings to Discuss   | Project Due Dates and Notes  |
|--|---|---|--|
| <b>Unit 1: The Employment Project</b>      |   |   |  |
| Week One                                   |   |   |  |
| T 1.20<br><br><br><br><br><br><br>Th 1. 22 | Introduce Course & Employment Project<br>Begin Resumes<br><br>Discuss Rhetoric of PW and the Complex Nature of Writing<br><br>Discuss<br>1. Professional Writing<br>2. Technology<br>3. Types (Genres)<br><br>Form Groups<br><br>Research Job Ads | PWO:<br>(Professional Writing Online)<br><b>Principles Rhetoric of Professional Writing</b><br><br><b>Documents</b><br>Searching for Jobs | Introduce Course & Employment Project<br>Begin Resumes<br><br>Introduce Job Search Resources<br><br><b>PWO</b><br>Resources for Job Seekers<br><br><b>Resources</b><br>Job and Career Resources<br><br>SRSU employment resources<br><br><b>Quiz on Principles Rhetoric of Professional Writing</b> |
| Week Two                                   |   |   |  |
| T 1.27<br><br>Th 1.29                      | Resume Style<br><br>Drafting a resume<br><br>Keyword pre-writing<br><br>PWO on Resumes  | <b>PWO</b><br><b>Principles Understanding Readers Shaping Texts</b><br><br><b>Documents</b><br>Resumes                                    | <i>Week's Objective:</i><br><i>Complete a resume</i><br><br><b>PWO</b><br><b>Documents</b><br>Employment Document Samples and Templates  |

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|----------------------------------|--|--|---|
|                                  |  | <b>Documents</b><br>The Rhetoric of Employment Documents   | <b>Quiz on Principles Understanding Readers Shaping Texts</b>   |
| <b>Week Three</b>                |  |  |   |
| T 2.5                            | Discuss Letter Style, Survey examples<br><br>Resume 2-minute test  | <b>PWO Documents</b><br>Rhetoric of the Job Application Letter   | <i>Week's Objective:</i><br>Write two letters of application and begin to critique them.  |
| Th 2.7                           | Brief Peer review of your letters  | <b>Principles</b><br>Rhetoric of the Letter  |   |
| <b>Week Four</b>                 |  |  |   |
| T 2.12                           | Further Peer Review of Your Letters  | <b>PWO Documents</b><br>Memos and Email  | <i>Week's Objective:</i><br>Complete the reflective memo on the different rhetorical strategies you used in your two letters.<br><br>Organize and revise your Employment Project portfolio  |
| Th 2.14                          | Memo Style<br><br>Peer Review Reflective Memo<br><br>Project checklist   | <b>Principles Document Principles</b><br>• <b>Memos and Email</b><br><br><b>Principles</b><br>Style and Editing  |   |
| <b>Unit Two: The White Paper</b> |  |  |   |
| <b>Week Five</b>                 |  |  |   |
| T 2.19                           | Introduce White Paper Report (E-Commerce)<br><br>Introduce ISIS: A Rhetorical Analysis Two White Papers<br><br>Form groups; research e-commerce issues | <b>PWO Principles</b><br>Shaping Text for Readers<br>• Markers for Readers<br>• Using ISIS as a Tool for Inspecting Text<br><br><b>Principles</b><br>Social and Cultural Issues<br>• Basic Principles of Ethics<br>• Considering Distance and Power Relationships<br>• Copyright, Plagiarism and Fair Use of Others' Writing<br>• Exercise: How Professional | <i>Week's Objective:</i><br>Begin White Paper and ISIS Analysis and discuss ethics<br><br><b>Due: Employment Portfolio 2.19</b><br>• 2 job ads<br>• A reflective memo on how you wrote the letters<br>• 2 letters of application<br>• a resume<br><br><b>Quiz on Unit 1</b> |

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| Th 2.21                   | Students meet to work on ISIS   | <p>Documents Can Go Wrong</p> <ul style="list-style-type: none"> <li>Ethical Guidelines for Teamwork and Project Management</li> <li>Ethics and Professional Communication</li> <li>Gender in the Workplace</li> <li>Intercultural Communication</li> </ul>   |  |
| Week Six                  |   |   |  |
| M 2.24                    | Discuss ethics  | <p><b>Principles Writing Reports</b></p> <ul style="list-style-type: none"> <li>Reporting in the Process of Work</li> <li>Structured Writing</li> <li>Types of Reports</li> <li>Developing Projects across Technical Investigations</li> </ul> <p><b>Documents</b><br/>Types of Reports in Professional Communication</p> | <p><i>Weeks Objective:</i><br/>Work on ISIS memo, comparing two white papers.</p>  |
| Th 2.26                   | <p>ISIS group work in class.</p> <p><b>Discuss Principles Writing Reports</b></p>   |   |  |
| Week Seven                |   |   |  |
| T 3.3                     | <p><b>Introduce Team Annotated Bibliography and Statement of Purpose for White Paper</b></p>  | <p><b>Principles Research</b></p> <ul style="list-style-type: none"> <li>Methodology and Design</li> <li>Finding Information that Already Exists</li> <li>Gathering and Analyzing New Information</li> </ul>  | <p><b>Due: ISIS Report 3.3</b></p> <p><i>Week's Objective:</i><br/>Team's finish ISIS analysis and begin the annotated bibliography. Each student finds 5 research sources and begins drafting annotations summarizing the contents for each source.</p> |
| Th 3.5                    | <p><b>Discuss Research</b></p> <p>Research online in class</p>  |   |  |
| Week Eight <i>midterm</i> |   |   |  |
| T 3.10                    | Using Graphics  | <p><b>PWO Principles</b><br/>Constructing Visuals, Tables, Graphs and Visualizations</p>  | <p><i>Week's Objective:</i><br/>Each student begins a well-designed, logical graphic and begin client research memo</p> <p><b>Due: White Paper Statement of Purpose – 3.12</b></p> <p><b>PWO Resources</b><br/>Graphics and Visuals</p>                  |
| Th 3.12                   | <p>Introduce Service Learning Project (Corporate Web Project) and Client Research Memo</p> <p>Team design work<br/>Peer Review Visual</p> |   |  |

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|                       |   |  |   |
| Week Nine             |   |  |   |
| 3.17<br>to<br>3.20    | Spring Break  |  |    |
| Week 10               |   |  |   |
| T 3.24<br><br>Th 3.26 | More on Graphics<br><br>Discuss Building Arguments<br><br>Collaboration and Peer Review on annotated bibliography   | <b>Principles Building Arguments</b> <ul style="list-style-type: none"> <li>• Types of Arguments</li> <li>• Managing Information</li> <li>• Structures of Information</li> <li>• Arguing Visually</li> <li>• Meeting Standards/Writing Specifications</li> <li>• Opening Statements</li> </ul> | <i>Week's Objective:</i><br>Complete Annotated Bibliography, submitting a comprehensive team project – 3.24; work on graphics; and client research.<br><br><b>Due: Annotated Bibliography – 3.24</b>  |
| Week 11               |   |  |   |
| T 3.31<br><br>Th 4.2  | Focus on Service Learning Client Research Memo<br><br>Collaboration and Peer Review on Graphics<br><br>Discuss Recommendation Report (Corporate Web Project) and other options for Service learning Project | <b>Arranging Information</b> <ul style="list-style-type: none"> <li>• Citing Sources Accurately and Ethically</li> <li>• Thinking about Document Design</li> <li>• Ordering Information for Understanding</li> <li>• Using Citation Formats</li> </ul>   | <i>Week's Objective:</i><br>Complete Client Research Memo<br><br><b>Tuesday, 3.31</b><br><b>Due: Graphic for White Paper</b><br>Students submit graphics individually.<br><br><b>Due: Client Research Memo and Service Learning Project Proposal - Tuesday April 2</b><br><br><b>4.4: Last day for student to drop with W</b> |
| Week 12               |   |  |   |
| T 4.7<br><br>Th 4.9   | Final editing of white paper and submission<br><br>Discuss Service Learning Project and Team Conferences  |  | <b>Monday, April 6: Last day for instructor initiated drop for excessive absences.</b><br><br><i>Week's Objective:</i> Draft and review white paper<br><br>Friday, April 10: Last day for students drop with a W<br><b>Due: White Paper Report Tuesday, April 7</b>   |

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| <b>Unit Three: The Service Learning Project</b> |   |                         |  |
|---|---|-------------------------|--|
| Week 13   |   |                         |  |
| T 4.14  | Drafting and research   |                         | <i>Week's Objective:</i> Drafting and Conferencing<br><br><b>Quiz on Unit 2</b>  |
| Th 4.16   | Drafting and team conferencing  |                         |  |
| Week 14   |   |                         |  |
| T 4.21  | Discuss Oral Presentations<br>Team work   | Preparing Presentations | <i>Week's Objective:</i> Drafting and Peer Review  |
| Th 4.23   | Conferencing on drafts and Editing  |                         |  |
| Week 15   |   |                         |  |
| T 4.28  | Peer Review and Editing   |                         | <i>Week's Objective:</i><br>Prepare for presentations  |
| Th 4.30   | Preparing Presentations   |                         |  |
| Week 16   |   |                         |  |
| T 5.5   | Preparing Presentations   |                         | <i>Week's Objective:</i><br>Give presentations to clients and class<br><br>Submit final peer evaluation form<br><br>Do course evaluations in-class<br><br>Quiz on Unit 3 |
| Th 5.6  | Last Day of Class<br>Presentations  |                         |  |
| Final Exam Week                                 |   |                         |  |
| T 5.14<br>Th 5.16                               | <p>A. Final Exams (Presentations to clients and submission of projects)<br/>Section 1 (9:30): Tuesday, May 12, 8 – 10 am<br/>Section 2 (12:30 pm): Thursday, May 14 10:15 am – 12:15 pm</p> <p>B. Submit Service Learning Project with<br/>1. Evidence of submission to client<br/>2. Reflective Cover-Letter, which can also contain a plan for future service work with client.</p> <p>C. Submit final peer evaluation form</p> |                         |  |