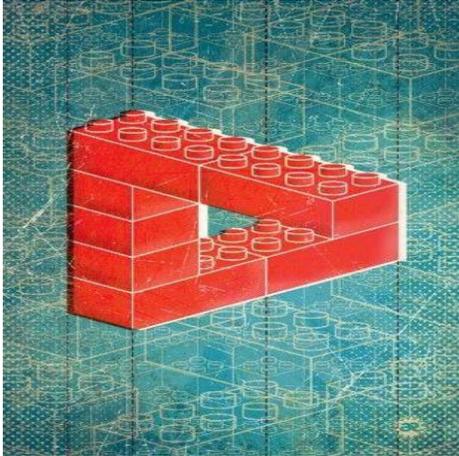


English 2311.01/W01  
Spring, 2016

## English 2311.01/W01 Technical and Business Writing



**Location:** ACR 104/Online

**Time:** Tuesday Thursday: 12:30 – 1:45 am

**Instructor:** Theron Francis, PhD

**Email:** [tfrancis@sulross.edu](mailto:tfrancis@sulross.edu)

**Office:** Morelock 112c

**Office Phone:** 8283

**Office Hours:** MW: 11:00-12:20 am;  
TTh: 2:00-4:00 pm

### Texts

No textbook required. We will be using Purdue's Online Writing Lab (OWL) for guidance and models: <https://owl.english.purdue.edu/owl/>

### 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

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determining how various media and technologies affect and are affected by users and readers.

**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. 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.

### **2. Instructions Project (250 points) – Team Project**

Giving special attention to graphics and layout, you will compose a variety of instructions, showing how to perform something, how to assemble something, or how something works. All instructions will be designed as a team, beginning with a list of Do's and Don'ts for writing instructions, with examples you have found online. Instructions illustrate processes; therefore, you must show how something works in discrete steps. Your design must also show more visually, than explain verbally. As an exercise in instruction design, we will design Lego creations in teams, design instructions, test the instructions on users, and revise the instructions, and submit the final Lego instructions with a cover memo. As a segue to the Service Project, as the final phase of the instructions project, you will design a brief set of instructions, which could be useful to a potential client for the final unit of the course.

#### **Instructions Project Elements:**

1. Examining Examples to Show Do's & Don'ts (50)
2. Lego Instructions (50)
3. Reflective Memo on Lego Instruction with results of Usability Study (100)
4. Applied Instructions related to Potential Client (50)

### **3. White Paper Research Project (300 points)**

For Project 3, 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 (100 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.

1. Final Exam  
The final exam, like the beginning of class assessment asks that you write a memo defining business and technical writing. (50)

## 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
<b>Employment Project</b>	February 19	<b>30</b>	<b>300</b>
Resume		9	90
2 Contrasting Letters		9	90
Reflective Memo		9	90
Worksheets showing process (6)		3	30
<b>Instructions</b>		25	250
Do's & Don'ts		5	50
Lego Instructions		10	100
Lego Instructions Cover Memo		5	50
Applied Instructions		5	50
<b>White Paper Report</b>	5.12	<b>30</b>	<b>300</b>
Individual Section of Report		10	100
ISIS Report (team)	4.5	5	50
White Paper Statement of Purpose	4.7	0	0
Annotated Bibliography (team)	4.21	10	100
Graphic (individual)	4.26	5	50
<b>Final Exam (assessment)</b>	5.12	5	50
Class Participation		<b>10</b>	<b>100</b>
Total Points Available		<b>100</b>	<b>1000</b>

## 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  
[mschwartze@sulross.edu](mailto:mschwartze@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	Project Due Dates and Notes
<b>Unit 1: The Employment Project</b>		
Week One		
T 1.19	Introduce Course & Employment Project Begin Resumes	Introduce Course & Employment Project Begin Resumes
Th 1.21	Discuss Rhetoric of PW and the Complex Nature of Writing  Discuss 1. Professional Writing 2. Technology 3. Types (Genres)  Form Groups  Research Job Ads	Introduce Job Search Resources  <b>Resources</b> Job and Career Resources  SRSU employment resources
Week Two		
T 1.26	Resume Style	<i>Week's Objective: Complete a resume</i>
Th 1.28	Drafting a resume  Keyword pre-writing  PWO on Resumes	
Week Three		
T 2.2	Discuss Letter Style, Survey examples  Resume 2-minute test	<i>Week's Objective: Write two letters of application and begin to critique them.</i>
Th 2.4		

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	Brief Peer review of your letters	
Week Four		
T 2.9	Further Peer Review of Your Letters	<i>Week's Objective:</i> Complete the reflective memo on the different rhetorical strategies you used in your two letters.
Th 2.11	Memo Style  Peer Review Reflective Memo  Project checklist	Organize and revise your Employment Project portfolio
<b>Unit Two: Instructions Project</b>		
Week Five		
T 2.16	Employment Project Due	<b>Due: Employment Portfolio 2.19</b>
	Introduce Project on Instructions	<ul style="list-style-type: none"> <li>• A reflective memo on how you wrote the letters</li> <li>• 2 letters of application</li> <li>• A resume</li> <li>• 6 pre-writing worksheets</li> </ul>
	Discuss Designing Instructional Documents	<i>Week's Objective:</i> Collect and critique exemplary instructions
Th 2.19	Critique Instructions found online  Write a list of <i>Do's and Don'ts for Instructional Design (50)</i>	<b>Due 2.19: Do's and Don'ts for Instructional Design (50)</b>
Week Six		
M 2.23	Lego Instructions	<i>Week's Objective:</i> Create Instructions for a Lego Creation
Th 2.25	Draft Lego Instructions	
Week Seven		
T 3.1	Plan Usability Test of Lego Project	<i>Week's Objective:</i> Complete Usability Testing
	Introduce Service Learning	
Th 3.3	Perform Usability Testing	
Week Eight <i>midterm</i>		
T 3.8	Draft reflective memo on your Lego project and make final revisions to the Lego instructions considering the usability testing.	<i>Week's Objective:</i> Complete reflective memo on your Lego design and the usability testing.  <b>Due 3.10: Lego Project Memo with reflective comments on your design approach and the usability study.</b>

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Th 3.10	Submit brief proposal memo for the Applied Instructions	
Week Nine		
3.15 to 3.17	Spring Break	
Week 10		
T 3.22  Th 3.24	Design draft of Applied Instructions, which can be useful to someone or some group you know.	<i>Week's Objective:</i> Complete Applied Instructions
<b>Unit Three: White Paper Project</b>		
Week 11		
T 3.29  Th 3.31	Introduce White Paper Report (E-Commerce)  Introduce ISIS: A Rhetorical Analysis Two White Papers  Form groups; research e-commerce issues  Students meet to work on ISIS	<i>Week's Objective:</i> Submit Applied Instructions and begin White Paper project with the ISIS project  <b>Due 3.29: Applied Instructions</b>
Week 12		
T 4.5  Th 4.7	Finish ISIS Memo  Introduce Team Annotated Bibliography and Statement of Purpose for White Paper  Discuss Research  Research online in class	<i>Weeks Objective:</i> Complete ISIS Memo, comparing two white papers. Begin the annotated bibliography. Each student finds 5 research sources and begins drafting annotations summarizing the contents for each source.  <b>Due 4.5: ISIS Memo</b>  <b>Due 4.7: White Paper Statement of Purpose</b>

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		<p>4.4: Last day for instructor initiated drop for excessive absences. Must reach the Provost's office by Monday, April 4.</p> <p>4.8: Last day to withdraw from the 16 week course/term with grade of "W."</p>
Week 13		
T 4.12	Discuss ethics	Week's Objective: Begin White Paper and ISIS Analysis and discuss ethics and conduct research
Th 4.14	Discuss the Principles of Writing Reports	
Week 14		
T 4.19	Peer Review on Annotated Bibliography	Week's Objective: Complete Annotated bibliography and begin designing a graphic.
Th 4.21	Discuss Using Graphics  Collaboration and Peer Review on Graphics	<b>Due 4.21: Annotated Bibliography</b>
Week 15		
T 4.26	Discuss Building Arguments and the Editing Process	Week's Objective: Writing, revising and editing reports
Th 4.28	Peer review on individual sections of team white papers	<b>Due 4.26: Graphic for White Paper</b> Students submit graphics individually.
Week 16		
T 5.3	Final editing of white paper and submission  Last Day of Class	Week's Objective: Assemble collaborative team white papers and do final course business before the exam. The white papers are due on the date of the final.  Submit final peer evaluation form  Do course evaluations in-class
Th 5.6	Dead Day	
Final Exam Week		
Th 5.12	<p>A. Final Exam: Same as beginning-of-class assessment. 10:15am to 12:15</p> <p>B. <b>Final date for collaborative white papers.</b></p> <p>C. Submit final peer evaluation form</p>	