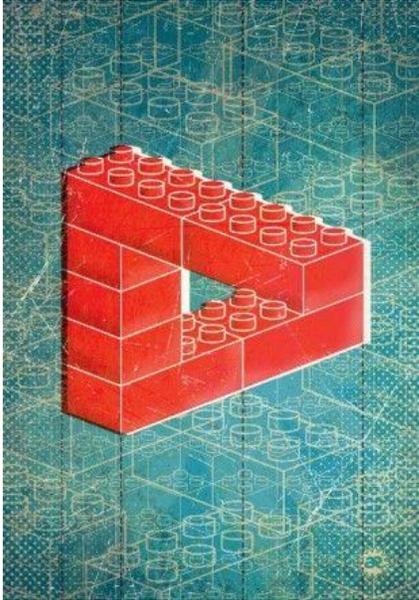# English 2311.01/W01 Technical and Business Writing

Location: Online

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 112C

Office Phone: 8283

Office Hours: MW, 11- 12:20 pm
Tuesday, 2 - 3 pm
or by appointment

Course Description

English 2311 teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, instructions, reports, and collaborative projects in professional contexts (SLOs 1, 3). 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 (SLO 2). 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 (SLO 4). The course teaches the rhetorical principles that help students shape their professional writing ethically, for multiple audiences, in a variety of professional situations (SLO 2).

No Required textbook. Links will be provided to online resources, such as the Purdue Online Writing Lab (OWL)

STUDENT LEARNING OUTCOMES
1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies
3. Strengthen collaborative writing skills and
4. Experiment with writing and multimedia in the genres of technical and business writing.

ENGLISH (UNDERGRADUATE) STUDENT LEARNING OUTCOMES
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.

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.

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.

Distance Education Statement:
Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Distance Education (Web-course) Non-Participation Statement
Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

PROJECTS

1. Employment Project (370 points)
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 resume/s suitable for the positions. Step 3 asks you to prepare cover letters (i.e., "Job Application Letters), each of which are "tailored" to its audience. In Step 4, you will assess your experience in a "Project Assessment Document," which is in memo format (header with to, from, date, re and block paragraphs with headings)

Employment Project Elements:
1. Cover Memo, explaining how you adapted your two letters differently for the two different audiences and why (Project Assessment Document). 100 points
2. Two contrasting letters of application. 100 points
3. One resume. 100 points
4. Three pre-writing activities (70 points; 10 points each)

2. Instructions Project (250 points)
Giving special attention to graphics and layout, compose a brief instruction manual showing how to do something, how to assemble something or how something works. Prior to the project, analyze the rhetorical and design strategies in one example of instructions you find yourself. The project can convey a skill or a kind of technical knowledge. Then perform a usability study, testing to see if some is able to follow your instructions. Select an instructions project which in some way serves the needs of your client in the service learning project. There will also be a preliminary exercise which uses Legos or another form of module.

1. Examining Examples to Show Do's & Don'ts (50)
2. Lego Instructions with Usability Study and Cover Memo with Usability Test results (150)
3. Applied set of Instructions (100)

3. White Paper Research Project (350 points total)
For the third project, you will be asked to do web-based research (and perhaps some library research) and to write an informative report about any issue important to you or your field of study. Typically in the past this has been an e-commerce project on technology in electronic commerce. This project will have five phases:

1. A rhetorical analysis of two published white papers. (50)
2. A statement of purpose (30)
3. Annotated Bibliography (100)
4. A graphic illustrating an important idea in your report (50 submit as draft)
5. A well-designed final report with graphics and bibliographical citation of sources (100)

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
Employment Project		**37**	**370**
Resume	2.7	10	100
Two Letters of Application	2.16	10	100
Reflective Memo	2.21	10	100
7 worksheets and two job ads	1.19-2.25	7	70
Instructions Project		**30**	**250**
Do's & Don'ts Guide	2.28	5	50
Lego Instructions	3.23	10	100
Reflective Memo on Lego Instructions	3.23	5	50
Applied Instructions	3.28	5	50
White Paper Project	**May 10**	**33**	**330**
ISIS Memo	4.4	5	50
Statement of Purpose	4.13	3	30
Annotated Bibliography	4.18	10	100
Graphic	4.27	5	50
Completed 2-3 page White Paper	5.10	10	100
Final Exam	5.10	**5**	**50**
Total Points Available		100	1000

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.

DEADLINES
Unless otherwise specified, <u>all</u> assignments will be turned in at the <u>beginning</u> of class <u>on</u> their due dates. All alternative arrangements must be approved <u>before</u> 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
Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact

Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu.

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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

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	Topics	Objectives, Resources and Due Dates
M 1.16	Martin Luther King Holiday		
Week One **Unit One: Employment Project**			
T 1.17	Introduce Course & Core Assessment	Principles of Professional Writing	*Week Objectives:* Introduce syllabus and first project, do core

| Th 1.19 | Introduce Employment Project

Research Job Ads

Self-Assessment Worksheet: skills, goals, experiences (10) | Basic Formatting | assessment, and begin Job ad search

Finding Job Ads

Job and Career Resources

SRSU employment resources |
|---|---|---|---|
| **Week Two** | | | |
| T 1.24

Th 1.26 | Resume Style: OWL And examples in BB

Research Job Ads

Using a Table

Drafting

Keyword pre-writing Worksheet (10) | Multiple Readers

Multiple Points of Entry

Resume Design
- White Space
- Symmetry
- Hierarchy | *Week's Objective:* Resume Drafting |
| **Week Three** | | | |
| T 1.31

Th 2.2 | Objective Statements

Resume Peer Review With 30-second test

Resume Peer Review Worksheet (EC 10) | Resume Techniques
- Bullets
- Verb Phrases
- Detail and Conciseness | *Week's Objective:* Complete a resume (100) |
| **Week Four** | | | |
| T 2.7

Th 2.9 | Discuss Letter Style, Survey examples

Brief Peer review of your letters

Tailoring Worksheet | Rhetoric of the Job Application Letter

Rhetoric of the Letter | *Week's Objective:* Write two letters of application and begin to critique them. (100)

Due 2.7: One Resume |
| **Week Five** | | | |
| T 2.14

Th 2.16 | Further Peer Review of Your Letters

Memo Style

Cover Memo Pre-Writing Worksheet (10) | Memos and Email

Style and Editing | *Week's Objective:* Complete the reflective memo on the different rhetorical strategies you used in your two letters. (100) |

	Project checklist Letter Peer Review Worksheet (EC 10)		Complete two letters of application (90) **Due 2.16: Two Letters of Application** Organize and revise your Employment Project portfolio
Week Six			
Unit 2: Instructions Portfolio: All tasks submitted online			
T 2.21 Th 2.23	Employment Project Due Introduce Project on Instructions Critique Instructions found online Write a list of *Do's and Don'ts for Instructional Design (50)*	Designing Instructional Documents	**Due 2.21** **Reflective memo on tailoring the two letters of application** *Week's Objective:* Collect and critique exemplary instructions
Week Seven			
T 2.28 Th 3.2	Lego Instructions Draft Lego Instructions	Lego Model Documentation	*Week's Objective:* Create Instructions for a Lego Creation **Due: 2.28:** *Do's and Don'ts for Instructional Design (50)*
Week Eight			
T 3.7 Th 3.9	Plan Usability Test of Lego Project Perform Usability Testing	Usability Testing	*Week's Objective:* Complete Usability Testing Begin client field research
Week Nine			
3.13 - 17	Spring Break		

Week Ten			
T 3.21 Th 3.23	Design draft of Applied Instructions useful to your client Submit brief instructions proposal memo Revise Lego Instructions after Usability Test Research and begin contacting potential clients Revise applied instructions	Workplace Writing	**Due: 3.23** Lego Instructions (100) Lego Memo with usability study (50) *Week's Objective:* Complete Applied Instructions
Week 11 **Unit 3 White Paper Project**			
T 3.28 Th 3.30	Managing Team Projects Begin Client Analysis and Proposal Memo ISIS Analysis of Two Professional Documents (Genre depends on client needs) Team Research and Writing	Managing Projects Gantt Charts and Time Management	**Due 3.28** **Applied Instructions (100)** Submit project peer evaluation forms *Week's Objective:* Complete ISIS Analysis Memo, comparing sample professional documents (50)
Week 12			
T 4.2 Th 4.4	Finish ISIS Memo Introduce Team Annotated Bibliography and Statement of Purpose for White Paper Discuss Research	Building Arguments Arranging Information	*Weeks Objective:* Complete ISIS Memo, comparing two white papers. Begin the annotated bibliography. Each student finds 5 research sources and begins drafting annotations

	Research online in class Organizing arguments		summarizing the contents for each source. **Due 4.4: ISIS Memo**
Week 13			
T 4.11 Th 4.13	Discuss ethics Discuss the Principles of Writing Reports		Last Day to Drop with W: 11.13 Friday **Due 4.13: White Paper Statement of Purpose**
Week 14			
T 4.18 Th 4.20	Peer Review on Annotated Bibliography Discuss Using Graphics Collaboration and Peer Review on Graphics	Constructing Visuals	Week's Objective: Complete Annotated bibliography and begin designing a graphic. **Due 4.18: Annotated Bibliography**
Week 15			
T 4.25 Th 4.27	Discuss Building Arguments and the Editing Process Peer review on individual sections of team white papers		Week's Objective: Writing, revising and editing reports **4.27: Graphic for White Paper** Students submit graphics individually.
Week 16			
T 5.2 Th 5.4	Final editing of white paper and submission Last Day of Class Dead Day		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
Week 17			

Wednesday, May 10 10:15 – 12:15	Course Evaluation Peer Evaluation for face-to-face class conducting group work. **Due:** Final: Core Assessment (50) White Paper (individual or collaborative)