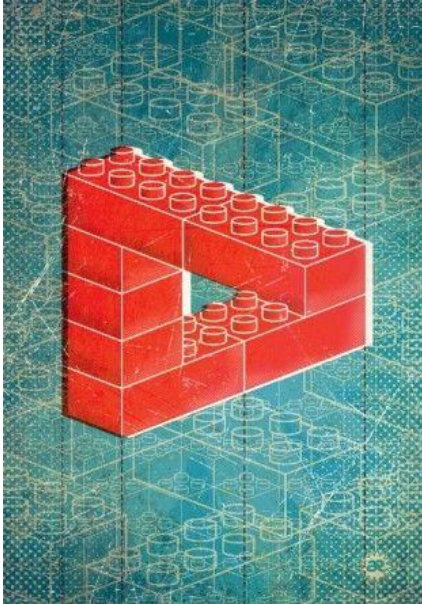


English 2311.01 Technical and Business Writing



Location: MAB 200

Time: 2:00 – 3:15 pm Mondays and Wednesdays

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 112C

Office Phone: 8283

Office Hours: MTWT, 10 am - 12:00 pm
or by appointment

COURSE DESCRIPTION

English 2311 teaches the rhetorical principles and writing practices necessary for producing effective business letters, memos, instructions, reports 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 in general, as well as by the expectations of SRSU students and programs (SLO 2). English 2311 takes 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 collaboratively shape their professional writing ethically, for multiple audiences, in a variety of professional situations (SLOs 2, 3).

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:

- 1. 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.
- 2. 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.
- 3. 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.
- 4. Technology**
Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.
- 5. 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, 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)

Elements of the Employment Project

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.

Elements of the Instructions Project

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 (330 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 six phases:

Elements of the White Paper Project

1. A rhetorical analysis of two published white papers. (50)
2. A statement of purpose (30)
3. Annotated Bibliography (50)
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)
6. PowerPoint Presentation (50)

4. Final Exam (50 points)

The final exam is the end of course assessment. It is intended to show improvement in writing skills by comparison with the beginning-of class assessment.

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	%	SLOs	Points
Employment Project		37	1-5	370
Resume	2.5	10		100
Two Letters of Application	2.14	10		100
Reflective Memo	2.19	10		100
7 worksheets and two job ads	1.22-2.19	7		70
Instructions Project		30	1-5	250
Do's & Don'ts Guide	2.21	5		50
Lego Instructions	3.21	10		100
Reflective Memo on Lego Instructions	3.26	5		50
White Paper Project	August 11	33	1-5	330
ISIS Memo	4.2	5		50
Statement of Purpose	4.4	3		30
Annotated Bibliography: 3 sources	4.18	10		100
Graphic	4.23	5		50
Completed 2-3 page White Paper	5.8	10		100
Power Point	5.2	5		50
Final Exam	5.8	5		50

Total Points Available	100		1000
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Attendance Policy

Two unexcused absences are permitted without affecting the class participation grade. One letter grade will be subtracted from the Class participation grade for each absence beyond two. **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, 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

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided.

For additional information, please contact

Mary Schwartze M. Ed., L.P.C.
Accessibility Services in Ferguson Hall 112,
or call 432 837-8203.
E-mail: mschwartz@sulross.edu.

TUTORING & LEARNING CENTER at the WILDENTHAL LIBRARY

Writing tutors are available in the library's new Tutoring & Learning Center.

Contact Micah Ferrell for information:

micah.ferrell@sulross.edu


(432) 837-8816

The head writing tutor is Mabel Garcia. I recommend her.


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
Week One Unit One: Employment Project			
M 1.15	Martin Luther King Holiday 		<i>“Injustice anywhere is a threat to justice everywhere.”</i>
W 1.17	<p>Introduce Course & Core Assessment</p> <p>Introduce Employment Project</p> <p>Research Job Ads</p> <p>Self-Assessment Worksheet: skills, goals, experiences (10)</p>	Principles of Professional Writing	<p><i>Week Objectives:</i> Introduce syllabus and first project, do core assessment, and begin Job ad search</p> <p>Finding Job Ads</p> <p>Job and Career Resources</p> <p>SRSU employment resources</p>
Week Two			
M 1.22	Resume Style: OWL And examples in BB	Basic Resume Formatting	<i>Week’s Objective:</i> Resume Drafting
W 1.24	<p>Research Job Ads</p> <p>Using a Table</p> <p>Drafting</p> <p>Keyword pre-writing Worksheet (10)</p>	<p>Multiple Readers</p> <p>Multiple Points of Entry</p> <p>Resume Design</p> <ul style="list-style-type: none"> • White Space • Symmetry • Hierarchy 	<p>“Worksheet” submission #1: two job adds (upload in pdf or Word to BB Worksheet folder) Due 1.22</p> <p>Worksheet #2 Self-Assessment: skills, goals, experiences (10) Due 1.24</p>
Week Three			
M 1.29	Objective Statements	Resume Techniques	<i>Week’s Objective:</i> Complete a resume (100)
W 1.31	Resume Peer Review With 30-second test	<ul style="list-style-type: none"> • Bullets • Verb Phrases 	Worksheet #3 Keyword pre-writing Worksheet (10)

	Resume Peer Review Worksheet (10)	<ul style="list-style-type: none"> Detail and Conciseness 	<p>Due 1.29</p> <p>Worksheet # 4 Resume Peer Review Worksheet (10) due 1.31 Wednesday, 1.31: Last day to drop course without effecting academic record.</p>
Week Four			
M 2.5 W 2.7	<p><i>Discuss Letter Style, Survey examples</i></p> <p><i>Tailoring Worksheet</i></p>	<p><i>Rhetoric of the Job Application Letter</i></p> <p><i>Rhetoric of the Letter</i></p>	<p><i>Week's Objective:</i> <i>Write two letters of application and begin to critique them.</i></p> <p>Due 2.5 One Resume</p> <p>Worksheet #5 Tailoring Worksheet (10) due 2.7</p>
Week Five			
M 2.12 W 2.14	<p>Peer Review Letters Letter Peer Review Worksheet (EC 10)</p> <p>Memo Style</p> <p>Cover Memo Pre-Writing Worksheet (10)</p> <p>Project checklist</p>	<p>Memos and Email Style and Editing</p>	<p><i>Week's Objective:</i> Complete two letters of application (100)</p> <p>Worksheet #6 Peer Review Letters of Application (10) Due 2.12</p> <p>Due 2.14 Two Letters of Application</p>
Week Six			
Unit 2: Instructions Portfolio: All tasks submitted online			
M 2.19 W 2.21	<p>All projects for employment unit due</p> <p>Introduce Project on Instructions</p> <p>Critique Instructions found online</p>	<p>Designing Instructional Documents</p>	<p><i>Week's Objective:</i> Complete the reflective memo on the different rhetorical strategies you used in your two letters. (100) and Collect and critique exemplary instructions (50)</p>

	Write a list of <i>Do's and Don'ts for Instructional Design (50)</i>		Worksheet #7 Cover Memo Pre-Writing Worksheet (10) due 2.19 Due 2.19 Reflective Cover Memo contrasting two letters of application Due 2.21 Do's and Don'ts for Instructional Design (50)
Week Seven			
M 2.26	Lego Instructions	Lego Model Documentation	<i>Week's Objective:</i> Create Instructions for a Lego Creation
W 2.28	Draft Lego Instructions		
Week Eight			
M 3.5	Plan Usability Test of Lego Project	Usability Testing	<i>Week's Objective:</i> Complete Usability Testing 3.6: Midterm
W 3.7	Perform Usability Testing		
Week Nine			
3.12 - 16	Spring Break 		
Week Ten			
M 3.19	Revise Lego Instructions after Usability Test	Workplace Writing	<i>Week's Objective:</i> Revise Lego instructions and draft reflective memo with report on usability test. Due 3.21 Lego Instructions (100)
W 3.21	Research and begin contacting potential clients if team's final report project will be a service project.		

Week 11			
Unit 3 White Paper Project			
M 3.26	Managing Team Projects	Managing Projects	Due 3.26 Reflective Memo on Lego Project with Usability Test findings. <i>Week's Objective:</i> Complete ISIS Analysis Memo, comparing sample professional documents (50)
	ISIS Analysis of Two Professional Documents (Genre depends on client needs)	Gantt Charts and Time Management	
W 3.28	Team Research and Writing		
Week 12			
M 4.2	Finish ISIS Memo	Building Arguments	<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. Due 4.2 ISIS Memo Due 4.4 White Paper Statement of Purpose Instructor Initiated Drop for excessive absences: Monday, 4.2 Last Day to Drop with W: 4.6 Friday
W 4.4	Introduce Team Annotated Bibliography and Statement of Purpose for White Paper Discuss Research Research online in class	Arranging Information	
Week 13			
M 4.9	Discuss ethics		Course Evaluations: 4.9-4.23
W 4.11	Discuss the Principles of Writing Reports		

	Organizing arguments		
Week 14			
M 4.16	Peer Review on Annotated Bibliography	Constructing Visuals	Week's Objective: Complete Annotated bibliography and begin designing a graphic.
W 4.18	Discuss Using Graphics Collaboration and Peer Review on Graphics		Due 4.18 Annotated Bibliography
Week 15			
M 4.23	Discuss Building Arguments and the Editing Process		Week's Objective: Writing, revising and editing reports
W 4.25	Peer review on individual sections of team white papers		4.23 Graphic for White Paper Students submit graphics individually.
Week 16			
M 4.30	Final editing of white paper and submission		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.
W 5.2	Last Day of Class		Submit final peer evaluation form
Week 17			
Tuesday, May 8 3-5 pm	Final Exam Due: Final: Core Assessment (50) White Paper (individual or collaborative) Grades submitted to Registrar, May 145		