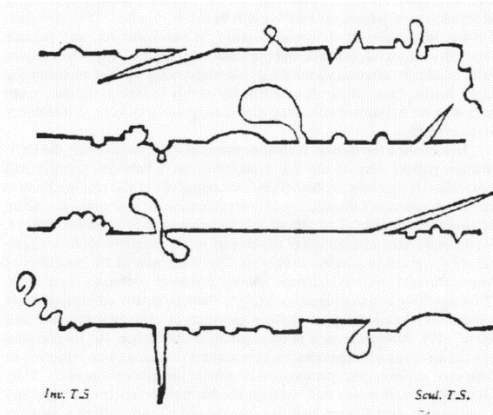


English 4303.01 Professional Reports



Meandering lines showing the digressive narrative structure of Lawrence Sterne's novel *Tristram Shandy*. Professional writing should NOT look this way.

Location: Online

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 4303 teaches the rhetorical principles and writing practices necessary for producing a variety of forms of reports in professional contexts (SLOs 1, 2, 3). Students will gain applied experience in research, workplace writing, and oral presentations (SLOs 1,2,3, 5). 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 (SLOs 1, 2). English 4303 takes place in a networked computer classroom or utilizes a wide-range of online resources for online students to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace (SLO 3, 4, 5). 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 1, 2, 3).

TEXT

Johnson-Sheehan. *Revel for Technical Communication Today*, 6th Edition, E-Text
Purchase Online Access:

Instructions for Accessing Revel Technical Communication Today:

It's time to access Revel Technical Communication Today, 6e, the course materials for Professional Reports

Here's how:

1. Go to: <https://console.pearson.com/enrollment/attlyn>
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online.
(Temporary access option for financial aid is also available.)

STUDENT LEARNING OUTCOMES

1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies for writing well-organized reports
3. Prepare and give oral presentations
4. Strengthen collaborative writing skills and
5. 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

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

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. White Paper Research Project (320 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 using the ISIS for analysis. (50)
2. A statement of purpose (20)
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)

2. Recommendation Report (300)

3. Grant Proposal (330)

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
White Paper Project		32		320
ISIS Memo	9.5	5		50
Statement of Purpose	9.12	3		20
Annotated Bibliography: 3 sources	9.19	10		100
Graphic	9.26	5		50
Completed 2-3 page White Paper	10.8	10		100
Recommendation/Science Report		30		300
Client Analysis	10.17	10		100
Progress Report	10.24	5		50
Team Recommendation Report	11.5	10		100
Team Oral Report		5		50
Grant Proposal		38		380
Statement of Purpose	11.14	3		30
Client interview Memo	11.28	10		100
Grant Documents	12.11	20		200
Team Oral Report	12.5 or 11	50		50
Total Points Available		100		1000

Attendance Policy

Online students may be dropped from the class if they fail to submit significant amount of assignments and are inactive prior to the November 12 instructor initiated drop deadline.

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

Americans with Disabilities Act: 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 Schwartz M. Ed., L.P.C.
Counseling and Accessibility Services in Ferguson Hall 112

Call 432 837-8203

Mailing address: P.O. Box C-122, Sul Ross State University
Alpine, Texas 79832

E-mail: mschwartz@sulross.edu.

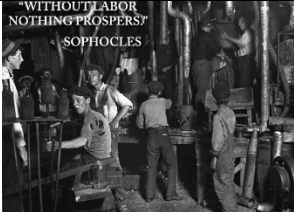
TUTORING & LEARNING CENTER at the WILDENTHAL LIBRARY

Writing tutors are available in the library's new Tutoring & Learning Center. 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	Readings	Objectives, Resources and Due Dates
Week One Unit 1 White Paper Project			
8.27-29	Introduce Course & Principles of Professional Writing and text book Form Groups ISIS Analysis of Two Professional Documents (Genre depends on client needs) Team Research and Writing	10.1-2 11.1 Reports	<i>Week Objectives:</i> Introduce syllabus and first project
Week Two			
9.3-5	Finish ISIS Memo Introduce Team Annotated Bibliography and Statement of Purpose for White Paper Discuss Research Research online in class	6.1-8 E-mails, Letters, and Memos 10.3-6 Brief Reports	 <p>September 3: Labor Day</p> <p>Due 9.5: ISIS Memo</p> <p><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.</p>

Week Three			
9.10-12	Ethics and the Principles of Writing Reports Organizing arguments	1.1-7 Technical Communication and Entrepreneurship 4.1-7 Managing Ethical Challenges	Due 9.12 White Paper Statement of Purpose
Week Four			
9.17-19	Peer Review on Annotated Bibliography Discuss Using Graphics Collaboration and Peer Review on Graphics	14.1-7 Research in Technical Workplaces	Due 9.19 Annotated Bibliography <i>Week's Objective:</i> Complete Annotated bibliography and begin designing a graphic.
Week Five			
9.24-26	Discuss Building Arguments and the Editing Process Peer review on individual sections of team white papers	18.1-5 Creating and Using Graphics	Due 9.26 Graphic for White Paper <i>Week's Objective:</i> Writing, revising and editing reports
Week Six			
10.1-3	Final editing of white paper and submission		<i>Week's Objective:</i> Assemble collaborative team white papers and do final course business before the exam. The white papers are due on the date of the final.
Week Seven			
Unit 2: Recommendation Report or Science Report			
10.8-10	Introduce Unit Selecting clients and topics	11.1-8 Formal Reports	Due 10.8 Team White Paper

Week Eight			
10.15-17	Researching clients and topics	2.1-5 Profiling your readers	Due 10.17 Client Analysis
Week Nine			
10.22-24	Team work	3.1-3.7 Working in Teams	Due 10.24 Progress Report
Week Ten			
10.29-10.31	Prepare presentations	20.1-10 Presenting and Pitching your Ideas	
Week 11 Unit 3: Grant Proposals			
11.5-7	Presentations Introduce Proposals	9.1-6 Proposals	Due 11.5 Team Recommendation or Science Report and Team Presentations
Week 12			
11.12-14	Organizing and Drafting Coordinating with foundations	15.1-7 Organizing and Drafting	Due 11.14 Statement of Purpose Instructor Initiated Drop for excessive absences: Monday, 11.12 Last Day to Drop with W: 11.16
Week 13			
11.19-21	Monday: Teamwork and planning Wednesday-Friday Thanksgiving Vacation!		 Thanksgiving

Week 14			
11.26-28	Drafting Grant Proposal	19.1-9 Revising and Editing	Due 11.28 Client Memo
Week 15			
12.3-5	Revising and Editing the Grant Proposal Last Day of Class: Wednesday, 12.5		
Week 16			
12.10-14	Team Presentations on Grants and Submission of Final Grant Proposals		Final Exams 12.11: 3-5 pm Submit team grant proposal and give presentation during finals. (Presentations can also be given on the last day of regular class: 12.5.) Submit final peer evaluation form
Week 17			
12.17	Grades submitted to Registrar, 12.17		