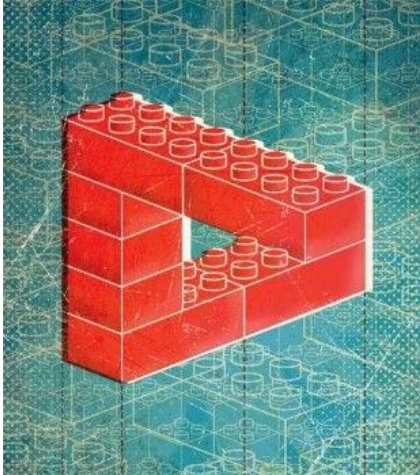


English 2311.W01 Technical and Business Writing**Location:** Online**Instructor:** Theron Francis, Ph.D.**Email:** tfrancis@sulross.edu**Office:** Morelock 112C**Office Phone:** 8283**Office Hours:** MW: 12-2
T: 10-11
TT: 11-12
or by appt**COURSE DESCRIPTION**

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 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 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

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. 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 (200 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 (100)
3. Reflective Memo on your Lego Instruction design with Usability Test results (50)

3. White Paper Research Project (380 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. (100)
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)

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	2.11	10		100
Two Letters of Application	2.20	10		100
Reflective Memo	2.27	10		100
7 worksheets and two job ads	1.28-2.27	7		70
Instructions Project		30	1-5	200
Do's & Don'ts Guide	3.6	5		50
Lego Instructions	3.27	10		100
Reflective Memo on Lego Instructions	4.1	5		50
White Paper Project	August 11	33	1-5	380
ISIS Memo	4.10	5		100
Statement of Purpose	4.15	3		30
Annotated Bibliography: 3 sources	4.24	10		100
Graphic	5.1	5		50
Completed 2-3 page White Paper	5.14	10		100
Final Exam	5.14	5		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 Schwartze 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.

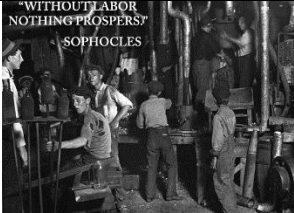
Tutoring & Learning Center at the Wildenthal Library and Smart Thinking

Writing tutors are available in the library's new Tutoring & Learning Center. An additional source for feedback and tutoring is Smart Thinking. Smart Thinking provides immediate access to tutors online and quick responses to written work. The link to Smart Thinking can be found on the course's Blackboard site.


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			
January w 23	Introduce Course & Core Assessment Introduce Employment Project Research Job Ads Self-Assessment Worksheet: skills, goals, experiences (10)	Principles of Professional Writing	<i>Week Objectives:</i> Introduce syllabus and first project, do core assessment, and begin Job ad search Finding Job Ads Job and Career Resources SRSU employment resources
Week Two			
January m 28 w 30	Resume Style: OWL And examples in BB Research Job Ads Using a Table Drafting Keyword pre-writing Worksheet (10)	Basic Resume Formatting Multiple Readers Multiple Points of Entry Resume Design <ul style="list-style-type: none"> • White Space • Symmetry • Hierarchy 	 <p>September 3: Labor Day</p> <p><i>Week's Objective:</i> Resume Drafting</p> <p>“Worksheet” submission #1: two job ads (upload in pdf or Word to BB Worksheet folder) Due 1.28</p> <p>Worksheet #2 Self-Assessment: skills, goals, experiences (10) Due 1.30</p>

Week Three			
February m 4 w 6	Objective Statements Resume Peer Review With 30-second test Resume Peer Review Worksheet (10)	Resume Techniques <ul style="list-style-type: none"> • Bullets • Verb Phrases • Detail and Conciseness 	<i>Week's Objective:</i> Complete a resume (100) Worksheet #3 Keyword pre-writing Worksheet (10) Due 2.6
Week Four			
February m 11 w 13	<i>Discuss Letter Style, Survey examples</i> <i>Tailoring Worksheet</i>	<i>Rhetoric of the Job Application Letter</i> <i>Rhetoric of the Letter</i>	<i>Week's Objective:</i> <i>Write two letters of application and begin to critique them.</i> Worksheet # 4 Resume Peer Review Worksheet (10) due 2.11 Due 2.11 One Resume Worksheet #5 Tailoring Worksheet (10) due 2.13
Week Five			
February m 18 w 20	Peer Review Letters Letter Peer Review Worksheet (EC 10) Memo Style Cover Memo Pre-Writing Worksheet (10) Project checklist	Memos and Email Style and Editing	<i>Week's Objective:</i> Complete two letters of application (100) Worksheet #6 Peer Review Letters of Application (10) Due 2.20 Due 2.20 Two Letters of Application

Week Six			
Unit 2: Instructions Portfolio: All tasks submitted online			
February m 25	All projects for employment unit due	Designing Instructional Documents	<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)
w 27	Introduce Project on Instructions Critique Instructions found online Write a list of <i>Do's and Don'ts for Instructional Design (50)</i>		Worksheet #7 Cover Memo Pre- Writing Worksheet (10) due 2.27 Due 2.27 Reflective Cover Memo contrasting two letters of application
Week Seven			
March m 4	Lego Instructions	Lego Model Documentation	<i>Week's Objective:</i> Create Instructions for a Lego Creation
w 6	Draft Lego Instructions		Due 3.6 Do's and Don'ts for Instructional Design (50)
Week Eight			
March m 11	Plan Usability Test of Lego Project	Usability Testing	<i>Week's Objective:</i> Complete Usability Testing
w 13	Perform Usability Testing		
Week Nine			
March 18-22	Spring Break		
Week Ten			

March m 25 w 27	Revise Lego Instructions after Usability Test Research and begin contacting potential clients if team's final report project will be a service project.	Workplace Writing	<i>Week's Objective:</i> Revise Lego instructions and draft reflective memo with report on usability test. Due 3.27 Lego Instructions(100)
Week 11			
April m 1 w 3	Managing Team Projects ISIS Analysis of Two Professional Documents (Genre depends on client needs) Team Research and Writing	Managing Projects Gantt Charts and Time Management	Due 4.1 Reflective Memo on Lego Project with Usability Test findings.
Week 12			
Unit 3 White Paper Project			
April m 8 w 10	Finish ISIS Memo Introduce Team Annotated Bibliography and Statement of Purpose for White Paper Discuss Research Research online in class	Building Arguments Arranging Information	<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 4.10 ISIS Memo Last Day to Drop with W: 4.12
Week 13			
April m 15	Ethics and the Principles of		Due White Paper 4.15 Statement of Purpose

w 17	Writing Reports Organizing arguments		Instructor Initiated Drop for excessive absences: Monday,
Week 14			
April m 22 m 24	Peer Review on Annotated Bibliography Discuss Using Graphics Collaboration and Peer Review on Graphics Wednesday-Friday Thanksgiving Vacation!	Constructing Visuals	 <p>Thanksgiving</p> <p>Week's Objective: Complete Annotated bibliography and begin designing a graphic.</p> <p>Due 4.24 Annotated Bibliography</p>
Week 15			
April m 29 May w 1	Discuss Building Arguments and the Editing Process Peer review on individual sections of team white papers		<p>Week's Objective: Writing, revising and editing reports</p> <p>Due Graphic for White Paper 5.1</p>
Week 16			
May m 6 w 8	Final editing of white paper and submission Last Day of Class: Wednesday, Final Exam available online		<p>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.</p> <p>Submit final peer evaluation form</p>
Week 17			
Tuesday May 14 3 pm	Final Exam (Core Assessment) available online through		<p>Due White Paper date of Final Exam Tuesday, May 14, 3 pm</p>