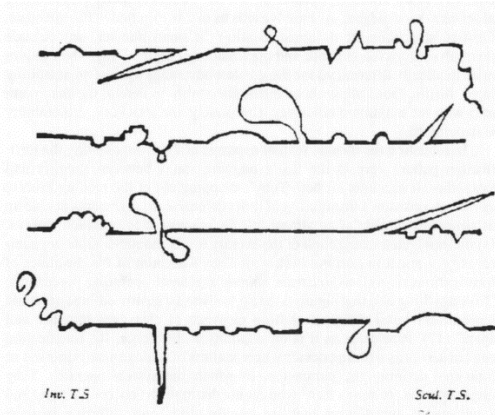


## English 4303.01 Professional Reports



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](mailto:tfrancis@sulross.edu)

**Office:** Morelock 112C

**Office Phone:** 8283

**Office Hours:** MW: 10-12 & 1-2  
TR: 10-1 or by appt

### 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

**Recommended:**

Johnson-Sheehan. *Revel for Technical Communication Today*, 6<sup>th</sup> 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. Literary Analysis Paper (320 points total)

### 2. Science or Legal Report (300)

### 3. Grant Proposal or News Story (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
<b>Literary Analysis Paper</b>		<b>27</b>		<b>320</b>
Brief Analysis of a Critical Approach	9.9	5		50
Statement of Purpose	9.16	3		20
Annotated Bibliography: 3 sources	9.25	10		100
6 page analysis	10.7	10		150
<b>Science Report/Legal Research</b>		<b>50</b>		<b>300</b>
ISIS Memo	10.16	5		50
Progress Report	10.23	5		50
Team Report	11.6	10		150
Team Oral Report	11.6	5		50
<b>News Story</b>		<b>38</b>		<b>330</b>
Statement of Purpose	11.13	3		30
Publication Profile	11.18	10		100
Final News Story	12.11	20		150
Team Oral Report on Collaborative Writing Process	12.4 or 11	50		50
Class Participation				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: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu).

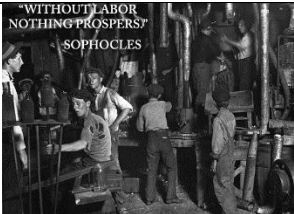
**TUTORING & LEARNING CENTER at the WILDENTHAL LIBRARY**

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 <b>Unit 1 White Paper Project</b>			
8.26-28	Introduce Course  Theories of Writing about Literature	New Criticism	<i>Week Objectives:</i> Introduce syllabus and first project
Week Two			
9.2-4	Theories of Writing about Literature  Research online in class	Reader Response  Structuralism to poststructuralism	 <p><b>September 2: Labor Day – No Clas</b></p>

Week Three			
9.8-10	Discuss Methods of Research in Humanities	poststructuralism	<p><b>Due 9.9: Brief Analysis of an Approach to Literary Criticism</b></p> <p><i>Weeks Objective:</i> Begin the annotated bibliography. Each student finds 5 research sources and begins drafting annotations summarizing the contents for each source.</p>
Week Four			
9.16-18	Annotated Bibliography	Marxist criticism	<p><b>Due 9.16 Statement of Purpose</b></p> <p><i>Week's Objective:</i> Complete Annotated bibliography and begin designing a graphic.</p>
Week Five			
9.23-25		Feminist and ecocriticism	<p><b>Due 9.25 Annotated Bibliography</b></p> <p><i>Week's Objective:</i> Revision and Feedback</p>
Week Six			
9.30-10.2			<p><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.</p>
Week Seven			
<b>Unit 2: Legal Research or Science Research Report</b>			
10.7-9	Introduce Unit  Selecting clients and topics	10.1-2 11.1 Reports 11.1-8 Formal Reports	<p><b>Due 10.7 Literary Analysis Paper</b></p>

Week Eight			
10.14-16	Researching clients and topics	2.1-5 Profiling your readers  14.1-7 Research in Technical Workplaces	<b>Due 10.16</b> Complete ISIS Memo, comparing reports
Week Nine			
10.21-23	Team work  Finish ISIS Memo  Introduce Team Annotated Bibliography and Statement of Purpose	3.1-3.7 Working in Teams  18.1-5 Creating and Using Graphics	<b>Due 10.23</b> <b>Progress Report</b>
Week Ten			
10.28-30	Prepare presentations	20.1-10 Presenting and Pitching your Ideas	
Week 11 <b>Unit 3: Grant Proposals</b>			
11.4-6	Presentations  Introduce Proposals	9.1-6 Proposals  6.1-8 E-mails, Letters, and Memos	<b>Due 11.6</b> <b>Team Legal or Science Report and Team Presentations</b>
Week 12			
11.11-13	Organizing and Drafting  Coordinating with foundations	15.1-7 Organizing and Drafting  10.3-6 Brief Reports	<b>Due 11.14</b> <b>Statement of Purpose for news stories</b>
Week 13			
11.18-20	Monday: Teamwork and planning	4.1-7 Managing Ethical Challenges	Due 11.18 Publication Profile
Week 14			

11.25-27	Drafting Grant Proposal	19.1-9 Revising and Editing	 <p>Thanksgiving 11.27-29</p> <p>Last Day to Drop with W: 11.25</p>
Week 15			
12.2-4 M W	Revising and Editing the Grant Proposal		
	Last Day of Class: Wednesday, 12.4		
Week 16			
12.10-14	Team Presentations on process of news writing		<p>Final Exams  <b>12.10: 3-5 pm</b>  <b>Submit team Presentation and give presentation during finals. (Presentations can also be given on the last day of regular class: 12.4.)</b></p> <p><b>Submit News Final News Story 12.10</b></p> <p>Submit final peer evaluation form</p>
Week 17			
12.16 M	Grades submitted to Registrar, 12.16		