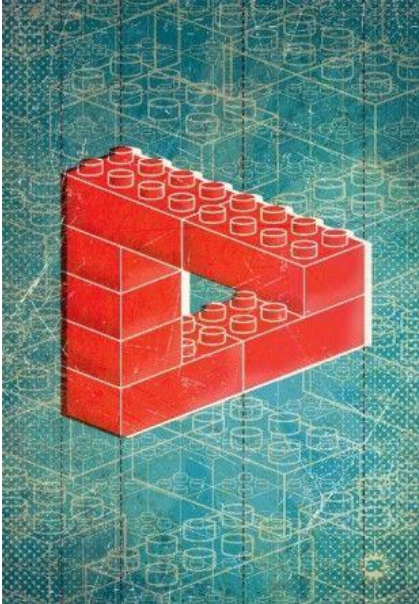


## English 2311.01 Technical and Business Writing



**Location:** MAB 200

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**Office:** Morelock 112C

**Office Phone:** 432-837-8283

**Office Hours:** MW 11 am to 2pm via 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 1,2,3). 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 (SLOs 1,2,3). 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).

#### Textbook

Revel Technical Communication Strategies for Today, 3e

By Richard Johnson-Sheehan

ISBN-13 9780134707976

**You will receive an invitation through the publisher, Pearson, to obtain access to the digital textbook.**

#### Course 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.

#### Marketable Skills:

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

### **English (Undergraduate) Student Learning Outcomes**

**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.

**BB Collaborate Class 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 and Counseling Services**

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

Counseling and Accessibility Services,  
Ferguson Hall, Room 112.  
P.O. Box C-171,  
Sul Ross State University, Alpine, Texas 79832.  
Telephone: 432-837-8203.

**SRSU Library Services**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Tutoring & Learning Center at the Wildenthal Library and Smart Thinking**

Writing tutors are available in the library's 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.

**Video Classroom Statement**

In order to ensure the successful completion of this course, as well as to allow attendance to be monitored, students must enable their video cameras during class time, unless otherwise approved by the instructor. In addition, video classroom will be treated as a formal classroom environment: Students must attend prepared and appropriately attired.

### **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.

## **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.

**5. Three Quizzes (50 points each)**

Based on readings from *Technical Communication Today*

**GRADING**

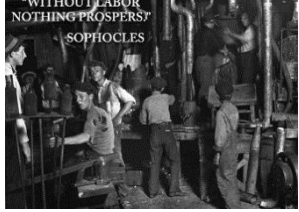
You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	SLOs	Points
<b>Employment Project</b>		<b>37</b>	<b>1-5</b>	<b>370</b>
Resume	9.15	10		100
Two Letters of Application	9.24	10		100
Reflective Memo	9.29	5		50
7 worksheets and two job ads	8.30-9.27	7		70
Quiz 1	9.27	5		50
<b>Instructions Project</b>		<b>25</b>	<b>1-5</b>	<b>250</b>
Do's & Don'ts Guide	10.4	5		50
Lego Instructions	10.29	10		100
Reflective Memo on Lego Instructions	11.1	5		50
Quiz 2	11.1	5		50
<b>White Paper Project</b>		<b>33</b>	<b>1-5</b>	<b>330</b>
ISIS Memo	11.12	5		50
Statement of Purpose	11.15	3		30
Annotated Bibliography: 3 sources	11.22	10		50
Graphic	12.1	5		50
Completed 2-3 page White Paper per student	2.3	10		100
Quiz 3	11.22	5		50
<b>Final Exam</b>	12.3	<b>5</b>		<b>50</b>
Total Points Available		100		1000

**COURSE CALENDAR**

Dates	Activities	Topics	Objectives, Resources and Due Dates
Week One			
<b>Unit One: Employment Project</b>			
8. 23-25-27	Introduce Course & Core Assessment	<i>Technical Communication Today</i>	<i>Week Objectives:</i> Introduce syllabus and first project, do core


	<p>Introduce Employment Project</p> <p>Research Job Ads</p> <p>Introduce “worksheet 1”: Find to job ads for positions you’re qualified for (10 points)</p> <p>and</p> <p>Worksheet #2: Self-Assessment Worksheet: skills, goals, experiences (10 points)</p>	<p>1. Technical Communication in the Entrepreneurial Workplace</p>	<p>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			
8.30-91-9.3	<p>Resume Style: OWL And examples in BB</p> <p>Research Job Ads</p> <p>Using a Table</p> <p>Drafting</p> <p>Keyword pre-writing Worksheet (10)</p> <p>Basic Resume Formatting</p> <p>Multiple Readers</p> <p>Multiple Points of Entry</p> <p>Resume Design</p> <ul style="list-style-type: none"> <li>• White Space</li> <li>• Symmetry</li> <li>• Hierarchy</li> </ul>	<p><i>Technical Communication Today</i></p> <p>5. Starting Your Career</p>	<p><i>Week’s Objective:</i> Resume Drafting</p> <p><b>“Worksheet” submission #1: two job ads</b> (upload in pdf or Word to BB Worksheet folder) <b>Due 8.30</b></p> <p><b>Worksheet #2</b> Self-Assessment: skills, goals, experiences <b>Due 9.3</b></p>
Week Three			

<p>9.6 Labor Day</p> <p>9.8-9.10</p>	<p>Objective Statements</p> <p>Resume Peer Review With 30-second test</p> <p>Resume Peer Review Worksheet (10)</p> <p>Resume Techniques</p> <ul style="list-style-type: none"> <li>• Bullets</li> <li>• Verb Phrases</li> <li>• Detail and Conciseness</li> </ul> <p>Introduce <b>Worksheet #3</b> Keyword pre-writing Worksheet (10)</p> <p>and</p> <p><b>Worksheet #4</b> Resume Peer Review Worksheet (10)</p>	<p><i>Technical Communication Today</i></p> <p>6. E-mails, Letters, and Memos</p>	 <p>Labor Day No Class</p> <p><i>Week's Objective:</i> Complete a resume (100)</p> <p><b>Worksheet #3</b> Keyword pre-writing Worksheet (10) <b>Due 9.10</b></p>
<p>Week Four</p>			
<p>9.13-15-17</p>	<p><i>Discuss Letter Style, Survey examples</i></p> <p>Introduce <b>Worksheet #5</b> Tailoring Worksheet (10)</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><b>Worksheet #4</b> Resume Peer Review Worksheet (10) <b>Due 9.13</b></p> <p><b>Due 9.15</b> <b>One Resume</b></p> <p><b>Worksheet #5</b> Tailoring Worksheet (10) <b>Due 9.17</b></p>
<p>Week Five</p>			
<p>9.20-22-24</p>	<p>Peer Review Letters Letter Peer Review Worksheet</p>	<p>Memos and Email</p> <p>Style and Editing</p>	<p><i>Week's Objective:</i> Complete two letters of application (100)</p>

	<p>Memo Style</p> <p>Introduce <b>Worksheet #6</b> Peer Review Letters of Application (10)</p> <p>Cover Memo Pre-Writing Worksheet (10)</p> <p>Project checklist</p>		<p><b>Worksheet #6</b> Peer Review Letters of Application (10) <b>Due 9.24</b></p> <p><b>Due 9.24</b> Two Letters of Application</p>
Week Six			
<b>Unit 2: Instructions</b>			
9.27-29-10.1	<p>All projects for employment unit due</p> <p>Introduce <b>Worksheet #7</b> Cover Memo Pre-Writing Worksheet</p> <p>Introduce Project on Instructions</p> <p>Write a list of <i>Do's and Don'ts for Instructional Design</i> (50)</p>	Designing Instructional Documents	<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> <p><b>Quiz 1: Available 9.27</b></p> <p><b>Worksheet #7</b> Cover Memo Pre-Writing Worksheet (10) <b>Due 9.27</b></p> <p><b>Due 9.29</b> Reflective Cover Memo contrasting two letters of application</p>
Week Seven			
10.4-6-8	<p>Lego Instructions</p> <p>Draft Lego Instructions</p>		<p><i>Week's Objective:</i> Create Instructions for a Lego Creation</p> <p><b>Due 10.4</b> <b>Do's and Don'ts for Instructional Design</b> (50)</p>



Week Eight			
10.11-13-15		<i>Technical Communication Today</i>  8. Instructions and Documentation	
Week Nine			
9.18-20-22	Plan Usability Test of Lego Project  Perform Usability Testing		<i>Week's Objective:</i> Complete Usability Testing
Week Ten			
10.25-27-29	Revise Lego Instructions after Usability Test  Begin Reflective Memo		<i>Week's Objective:</i> Revise Lego instructions and draft reflective memo  <b>Due 10.29</b> <b>Lego Instructions (100)</b>
Week 11			
<b>Unit 3 White Paper Project</b>			
11.1-3-5	Introduce ISIS Analysis of Two Professional Documents  and White Paper Project	<i>Technical Communication Today</i>  19. Revising and Editing	<i>Week's Objective:</i> Draft reflective memo with report on usability test.  <b>Due 11.1</b> <b>Reflective Memo on Lego Project</b> with Usability Test findings.  <b>Quiz 2 Available 11.1</b>
Week 12			
11.8-10-12	Finish ISIS Memo  Introduce Team Annotated Bibliography and Statement of Purpose for White Paper	<i>Technical Communication Today</i>  10. Brief Reports	<i>Weeks Objective:</i> Complete ISIS Memo, comparing two white papers. Begin the annotated bibliography. Each student finds 5

	Report Writing		<p>research sources and begins drafting annotations summarizing the contents for each source.</p> <p><b>Due 11.12 ISIS Memo</b></p> <p>11.9: Last day for instructor initiated drop for excessive absences.</p> <p>11.12: Last day to withdraw with a W.</p>
Week 13			
11.15-17-19	<p>Principles of Research</p> <p>Organizing arguments</p> <p>Managing Projects</p> <p>Gantt Charts and Time Management</p>	<p><i>Technical Communication Today</i></p> <p>14. Researching in Technical Workplaces</p>	<p><b>Due 11.15 White Paper Statement of Purpose</b></p>
Week 14			
<p>11.22</p> <p>Thanksgiving 11.24-26</p>	<p>Annotated Bibliography and Informative Graphics</p>	<p><i>Technical Communication Today</i></p> <p>18. Creating and Using Graphics</p>	 <p>No Class Wed-Friday</p> <p>Week's Objective: Complete Annotated bibliography and begin designing a graphic.</p> <p><b>Quiz 3 Available 11.22</b></p> <p><b>Due 11.22</b> Annotated Bibliography</p>
Week 15			

11.29-12.1  Wednesday, 12.1 Last day of class  Finals begin Friday	Building Arguments and the Editing Process  Dead Day 12.2  Friday 12.3 Final Exam available online through exam week.	<i>Technical Communication Today</i>	Week's Objective: Designing an informative graphic and Writing, revising and editing reports  <b>Due 12.1 Graphic for White Paper</b>  <b>Due 12.3 White Paper</b>
Week 16			
Finals Week Monday thru Wednesday	Final editing of white paper and submission		<b>Final Exam available online and in class</b>

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

English Language Arts and Reading 4-8 Domain II:

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

English Language Arts and Reading 7-12

Domain I:

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

Domain II:

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*