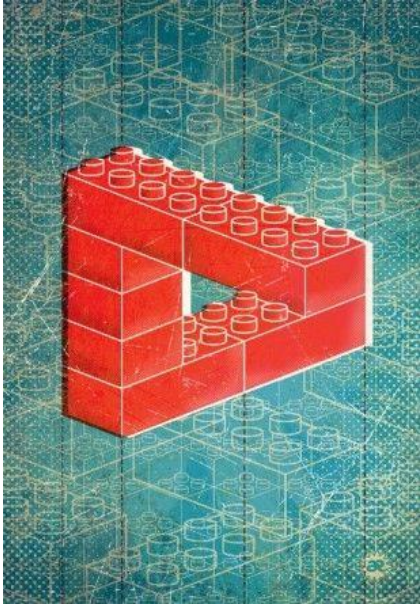


English 2311.1W1

Technical and Business Writing



Location: Asynchronous, Web-Delivered

Instructor: Theron Francis, Ph.D.

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Office: Morelock 112C

Office Phone: 8283

Office Hours: MTWTF: 1-4 pm

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

No Textbook Required

Optional Reference:

Johnson-Sheehan, Richard. *Technical Communication Today*. Pearson, 2010
ISBN: 0134425731 – an e-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.

Core Curriculum Assessment Criteria for 2021-2022 Courses

- **Critical Thinking.** Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Empirical & Quantitative Skills.** Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

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

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Library Services

The Bryan Wildenthal Memorial Library in Alpine. 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. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

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.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

PROJECTS

1. Employment Project (320 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). 500 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 (300 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 (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 using the ISIS for analysis. (50)
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	%	Points
Employment Project	completed 6.13	37	370
Resume	June 8	10	100
Two Letters of Application	June 13	10	100
Reflective Memo	June 13	5	50
6 worksheets and two job ads	June 3-13	7	70
Instructions Project	completed 6.21	25	250
Do's & Don'ts Guide	June 16	5	50
Lego Instructions	June 21	10	150
Reflective Memo on Lego Instructions	June 21	5	100
White Paper Project	completed 7,5	33	330
ISIS Memo	June 23	5	50
Statement of Purpose	June 24	3	30
Annotated Bibliography	June 29	10	50
Graphic	July 1	5	50
Completed 2-3 page White Paper	July 5	10	150
Final Exam	July 5	5	50
Total Points Available		100	1000

COURSE CALENDAR

Dates	Activities	Project Due Dates	Resources
Week 1			
Unit 1 Employment Portfolio			
Introduce course, begin search for job ads			
6.1 W	Introduce Course & Employment Project		
6.2 TH	Rhetoric of Professional Writing and its Types (Mini-Lecture) Begin Job Search	Objective: Find job ads for two separate jobs you may be qualified for.	Job Search Resources Resources Job and Career Resources SRSU employment resources
6.3	Begin Resume Design	Upload two job ads for positions you are qualified for now (Upload in worksheets folder as submission #1)	

Week 2 Unit 1 Employment Portfolio Part 1. Compose resume Part 2. Write two letters of application and begin to critique them.			
6.6 M	Resume Design	Worksheet 2 Due: Self-Assessment of Skills, Goals and Experiences	Resume Examples on BB
6.7 T	Understanding Readers in Professional Writing	Worksheet 3 Due: Key Word Assessment	Resources OWL
6.8 W	Rhetoric of Letters	Resume Due Worksheet 4 Due: Resume Peer Review	
6.9 TH	Discuss Letter Style, Survey examples (Mini Lecture)	Worksheet 5 Due: Tailoring	Employment Document Samples and Templates On BB
6.10 F	Memos & Email Format (Mini-Lecture)	Worksheet 6 Due: Peer Review for Letters of Application	
Week 3 Unit 1 Employment Project Part 3. Write reflective memo comparing two job letters. Unit 2 Instructions --Begin Part 1. Compose Memo on Do's and Don'ts for Instructions			
6.13 M	Style and editing	Worksheet 7 Due: Peer Review for Letters of Application Two Letters of Application Due	Project Checklist and Grading Rubric
6.14 T		Cover Memo Due At the end of the unit you should have submitted: 1. A Cover Memo (100) 2. Two Letters of Application (100) 3. A resume (100) 4. 6 worksheets (60) 5. two job ads (10)	
6.15 W	Introduce Instructions Project		Examine instructions you find in print or online and write a list of what to do

	Part 1: Write a list of Do's and Don'ts for Instructional Design		and what not to do in instructions design. These are instructions on designing instructions with good and bad examples.
6.16 TH	Designing Instructions	Due: Does & Don'ts for Instruction Design (Instructions on Writing Instructions)	
6.17 F	Part 2a. Legos: Design instructions for a Lego creation Draft Instructions		
<p>Week 4</p> <p>Unit 2 Instructions Part 2. Design instructions for Legos Part 3. Design a set of applied (useful) instructions</p> <p>Unit 3 White Paper Project—Introduction Part 1. ISIS Memo on two examples of White Papers</p> <p>Statement of Purpose for White Paper—A well-designed informative report giving background on a topic.</p>			
6.20 M	Part 2b. Usability Test of Lego Project		Last Day to drop with W
6.21 T	Part 2c. Reflective memo on your Lego instructions,	Submit 1. Lego Instructions 2. Reflective Memo containing usability test results.	
6.22 W	Introduce the White Paper Project and ISIS Memo		
6.23 TH		ISIS Memo Due	
6.24 F		White Paper Statement of Purpose Due	

Week 5 Unit 3 White Paper Project Part 2. Annotated Bibliography of three sources Part 3. Graphic			
6.27 M	White Paper Project Part 1: ISIS analysis of two published white papers in memo format. Building Arguments (Mini-Lecture)		Last day to drop with W
6.28 T	Research and Citing Sources		
6.29 W	White Paper Project Part 2: Annotated Bibliography (3 sources)	Annotated Bibliography Due (3 sources with a critical annotation for each)	
6.30 TH	White Paper Project Part 3: Designing a Graphic		
7.1 F	Labeling Graphics	Graphic Due	
Week 6 Unit 3 White Paper Report Part 2: Annotated Bibliography Part 3: Graphic Part 4: Completed White Paper Final Exam			
7.5 M	Final Exam submitted online	White Paper Report Due <ul style="list-style-type: none"> • Two Pages • Business Format • Graphic • Cover Page • APA citation style 	
7.6 T			Grades submitted to Registrar