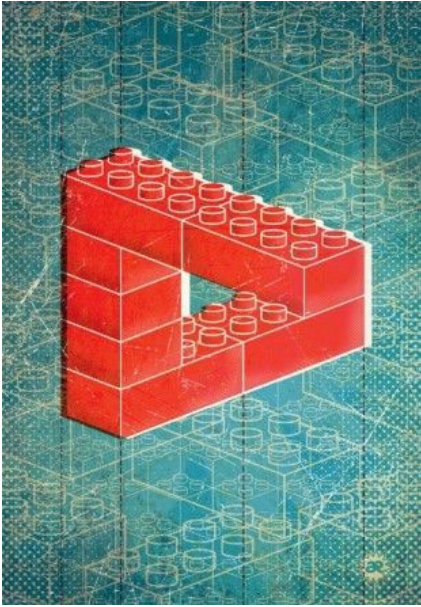


English 2311.01 Technical and Business Writing



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Office Hours: MW 11 am - 2 pm
TT 11 am – 12:30 pm

Class Time/Place: MAB 200

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).

Textbook

Recommended, Not required:

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.

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.

Attendance Policy

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.

Asynchronous Online Students

Online students may be dropped from the class if they fail to submit significant amount of assignments and are inactive prior to the March 30 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 and Counseling Services

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.

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).

Tutoring at the English Department's Online Writing Center

The English Department provides tutoring through Blackboard Collaborate. I will assign extra credit for major assignments receiving feedback from the tutors in the English Department's Online Writing Center.

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.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Incompletes

Incompletes will only be granted if there is a valid reason why the student is unable to complete the course work and at least 50% of the course assignments are completed.

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). 50 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 (250 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 (150)
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. 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). Critical summaries of 5 sources.
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 (150)

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	320
Resume	9.12	10		100
Two Letters of Application	9.23	10		100
Reflective Memo	9.28	5		50
7 worksheets and two job ads	8.29-9.26	7		70
Instructions Project		25	1-5	250
Do's & Don'ts Guide	10.3	5		50
Lego Instructions	10.21	15		150
Reflective Memo on Lego Instructions	10.24	5		50
White Paper Project		33	1-5	380
ISIS Memo	10.31	5		50
Statement of Purpose	11.2	3		30
Annotated Bibliography: 5 sources	11.11	10		50
Graphic	11.21	5		50

Completed 2-3 page White Paper per student	12.2	10		150
Final Exam				
	12.2	5		50
Total Points Available		100		1000


Course Calendar

Dates	Activities	Topics	Objectives & Due Dates
Unit One: Employment Project			
Week One			
8.22-24-26	<p>Introduce Course & Core Assessment</p> <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>Employment Documents</p> <p>The Job Search</p>	<p><i>Week Objectives:</i> Introduce syllabus and first project, do core assessment, and begin Job ad search</p> <p>Finding Job Ads</p> <p>Job and Career Resources on Bb</p> <p>SRSU employment resources</p>
Week Two			
8.29-31-9.2	<p>Worksheet #2: Self-Assessment Worksheet: skills, goals, experiences (10 points)</p> <p>Resume Style: OWL And examples in BB</p> <p>Using a table for layout</p> <p>Drafting resume</p>	<p>Matching your skills with their needs</p> <p>Resume Design</p>	<p><i>Week’s Objective:</i> Resume Drafting</p> <p>“Worksheet” #1: two job ads (upload in pdf or Word to BB Worksheet folder) Due 8.29</p> <p>Worksheet #2 Self-Assessment: skills, goals, experiences Due 8.31</p>

	<p>Basic Resume Formatting</p> <p>Multiple Readers Multiple Points of Entry</p> <p>Resume Design</p> <ul style="list-style-type: none"> • White Space • Symmetry • Hierarchy 		
Week Three			
9.5-7-9	<p>Monday 9.5: Labor Day, No Class</p> <p>Introduce Worksheet #3 Keyword pre-writing Worksheet (10)</p> <p>Objective Statements</p> <p>Resume Peer Review With 30-second test</p> <p>Introduce Worksheet #4 Resume Peer Review (10)</p> <p>Resume Techniques</p> <ul style="list-style-type: none"> • Bullets • Verb Phrases • Detail and Conciseness <p>Worksheet #4 Resume Peer Review Worksheet (10)</p>	E-mails, Letters, and Memos	<p><i>Week's Objective:</i> Complete a resume (100)</p> <p>Worksheet #3 Keyword pre-writing Worksheet (10) Due 9.9</p> <p>September 7: Last day to drop without affecting academic record.</p>
Week Four			
9.12-14-16	<p>Begin Job Application Letters</p> <p>Discuss Letter Style, Survey examples</p> <p>Introduce Worksheet #5 Tailoring Worksheet (10)</p>	<p>Rhetoric of the Job Application Letter</p> <p>Rhetoric of the Letter</p>	<p><i>Week's Objective:</i> <i>Write two letters of application and begin to critique them.</i></p> <p>Due 9.12 One Resume</p> <p>Worksheet #4</p>

			<p>Resume Peer Review Worksheet (10) Due 9.12</p> <p>Worksheet #5 Tailoring Worksheet (10) Due 9.14</p>
Week Five			
9.19-21-23	<p>Peer Review Letters Letter Peer Review Worksheet</p> <p>Memo Style</p> <p>Introduce Worksheet #6 Peer Review Letters of Application</p> <p>Introduce Worksheet #7 Cover Memo Pre-Writing Worksheet</p>	<p>Memos and Email Style and Editing</p>	<p><i>Week's Objective:</i> Complete two letters of application (100)</p> <p>Worksheet #6 Peer Review Letters of Application (10) Due 9.21</p> <p>Due 9.23 Two Letters of Application</p>
Unit 2: Instructions			
Week Six			
9.26-28-30	<p>Introduce Project on Instructions</p> <p>Write a list of <i>Do's and Don'ts for Instructional Design (50)</i></p>	<p>Designing Instructional Documents</p>	<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 for Do's and Don'ts Guide for Instruction Design (50)</p> <p>Worksheet #7 Cover Memo Pre-Writing Worksheet (10) Due 9.26</p> <p>Due 9.28</p>

			Reflective Cover Memo contrasting two letters of application
Week Seven			
10.3-5-7	Lego Instructions Draft Lego Instructions	Instructions and Documentation	<i>Week's Objective:</i> Create Instructions for a Lego Creation Due 10.3 Do's and Don'ts for Instructional Design (50)
Week Eight			
10.10-12-14	Plan Usability Test of Lego Project Perform Usability Testing	Usability Testing	<i>Week's Objective:</i> Complete Usability Testing of instructions
Week Nine			
10.17-19-21	Revise Lego Instructions after Usability Test Begin Reflective Memo	Editing and Revision	<i>Week's Objective:</i> Revise Lego instructions and Draft reflective memo with report on usability test. Midpoint in class: 10.17 Lego Instructions (100) Due 10.21
Unit 3 White Paper Project			
Week Ten			
10.24-26-28	Introduce White Paper Assignment Introduce ISIS Analysis of Two White Papers Statement of Purpose for White Paper	Report Writing	Reflective Memo on Lego Instructions and Usability Test Due 10.24 <i>Weeks Objective:</i> Complete ISIS Memo, comparing two white papers.
Week 11			

10.31-11.2-4	<p>Drafting a proposal: Gantt Charts and Time Management</p> <p>Begin the annotated bibliography. Each student finds 5 research sources and begins drafting annotations summarizing the contents for each source.</p>	Brief Reports	<p>Week's Objective: Complete ISIS memo and statement of purpose for white paper.</p> <p>Due 10.31: ISIS Memo</p> <p>Due 11.2: Statement of Purpose for White Paper</p> <p>Spring Registration Begins, November 1</p>
Week 12			
11.7-9-11	<p>November 11: Veteran's Day, No class</p> <p>Introduction to research at the library and its website.</p> <p>Citing sources and plagiarism</p>	Research	<p>Due 11.11: Annotated Bibliography</p> <p>November 8: Last day for instructor initiated drop for excessive absences.</p>
Week 13			
11.14-16-18	<p>Principles of Research</p> <p>Organizing arguments</p> <p>Managing Projects</p> <p>Collaborative writing and editing of white paper</p>	Creating and Using Graphics	November 14: Last day to withdraw with a W.
Week 14			
11.21-23-25	November 23-25: Thanksgiving Holiday	Designing persuasive visuals	<p>Week's Objective: Submit an original graphic, due 11.21</p> 
Week 15			

11.28-30	November 30: Last day of regular classes Building Arguments and the Editing Process Final editing of white paper December 1: Dead Day before finals. (A day to study for exams)	Editing and revising as a team	Week's Objective: Editing and revising the white paper
Week 16			
12.2	Final Exam available online through exam week. Available to meet with students on date of exam: December 2 at 10:15 am		Due 12.2 White Paper

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.