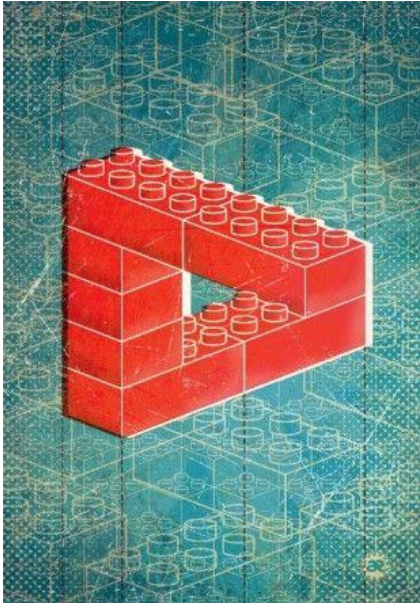


English 2311.2W1 Technical and Business Writing



CRN: 31175

Location: Asynchronous, Web-Delivered

Instructor: Theron Francis, Ph.D.

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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

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

Because this course is asynchronous, attendance is not required. Assignments will be introduced via announcements on Bb. Communication will take place through email. All materials are provided through Bb.

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.

Generative AI Prohibited

ChatGPT and other generative AI machine writing programs are prohibited. Writing shows a writer's intelligence; ChatGPT does not. It lacks intelligence because it does not answer specific, situation-based questions. While it may have a sophisticated, mature vocabulary, it does not reveal the author's individual voice, wit, and goals. Writing is also a social, discursive act. It communicates between specific individuals and groups. It also builds ideas from the ideas of other, advancing new or pragmatically relevant ideas. ChatGPT by contrast is vague, formulaic, clichéd, and detached from real-world concerns. Using ChatGPT to write is plagiarism. It's easy to detect. Do not use a generative AI writing program.

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 resumé /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). This memo must show that your two letters are tailored to their specific audiences by means of rhetorical analysis.

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 resumé. 100 points
4. Seven 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 on how to build your own Lego creation. You can use modules other than Legos to complete this project, such as wood blocks or popsicle sticks. Prior to the project, analyze the rhetorical and design strategies in one example of instructions you find yourself. Then perform a usability study, testing to see if someone is able to follow your instructions.

Elements of the Instructions Project

1. Examining Examples to Show Do's & Don'ts (50)
2. Lego Instructions (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 five phases:

Elements of the White Paper Project

1. A rhetorical analysis of two published white papers using ISIS for analysis. (100)
2. A statement of purpose (30)
3. Annotated Bibliography (100). Critical summaries of 3 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		32	1-5	320
Resumé	6.7	10		100
Two Letters of Application	6.12	10		100
Reflective Memo	6.14	5		50
7 worksheets and two job ads	5.31 - 6.13	7		70
Instructions Project		25	1-5	250
Do's & Don'ts Guide	6.17	5		50
Lego Instructions	6.20	15		150
Reflective Memo on Lego Instructions	6.21	5		50
White Paper Project		38	1-5	380
ISIS Memo	6.24	5		50
Statement of Purpose	6.25	3		30
Annotated Bibliography: 3 sources	6.28	10		100
Graphic	7.1	5		50
White Paper, 2-3 pages	7.2	10		150
Final Exam	7.3	5		50
Total Points Available		100		1000

COURSE CALENDAR

Dates	Activities	Project Due Dates	Resources
<p>Week 1</p> <p>Unit 1 Employment Portfolio</p> <ol style="list-style-type: none"> 1. Introduce course 2. Find two job ads (Submit as worksheet 1) 3. Begin designing resumé 			
5.29 W	Introduce Course & Employment Project		
5.30 Th	Rhetoric of Professional Writing and its Types Begin Job Search	Objective: Find job ads for two separate jobs you are qualified for now.	Search sites on Bb SU Career Services <ul style="list-style-type: none"> • SR Job list • Job search engines
5.31 F	Begin resumé Design Contents <ul style="list-style-type: none"> • Header • Objective • Education • Experience, etc. 	Upload two job ads for positions you are qualified for now (Upload in worksheets folder as submission #1)	
<p>Week 2</p> <p>Unit 1 Employment Portfolio</p> <ol style="list-style-type: none"> 1. Brainstorm resumé contents (Worksheet 2) 2. Content and style development for resumé and application letters (Worksheet 3) 3. Design resumé 4. Peer or self-review of resumé 5. Begin Writing two letters of application 			
6.3 M	resumé Design Using a table to create a grid for layout Design concepts <ul style="list-style-type: none"> • White space • Hierarchy • Symmetry 		Resumé Examples on BB
6.4 T	Understanding Readers <ul style="list-style-type: none"> • Multiple, diverse readers 	Worksheet 2 Due: Self-Assessment of Skills, Goals and Experiences	OWL, see Bb for links

	<ul style="list-style-type: none"> Key words and mirroring the culture of the employer. 		
6.5 W	Detail and Conciseness	Worksheet 3 Due: Key Word Assessment	
6.6 Th	Fonts and other design features		
6.7 F	<p>Rhetoric of Letters Format</p> <ul style="list-style-type: none"> Left justification Block paragraphs Single spacing <p>Content</p> <ul style="list-style-type: none"> Header Intro Education Experience Extracurricular Conclusion 	<p>Resumé Due</p> <p>Worksheet 4 Due: Resumé Peer Review</p>	<p>Examples of job application letters in Bb</p> <p>OWL, see Bb for links</p>

<p>Week 3</p> <p>Unit 1 Employment Project</p> <ol style="list-style-type: none"> Complete two letters of application Write reflective memo showing your letters differ in order to adapt to different employer needs and values. Worksheet 5, 6, & 7: Tailoring research and peer/self-review. <p>Unit 2 Instructions --Begin Compose Memo on Do's and Don'ts for Instructions</p>			
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6.10 M	Discuss Letter Style, Survey examples in Bb	Worksheet 5 Due: Tailoring	
6.11 T	Organization and PIE in paragraph structure	Worksheet 6 Due: Peer Review for Letters of Application	
6.12 W	Style and editing	Two Letters of Application Due	
6.13 Th	Memos & Email Format	Worksheet 7 Due: Cover memo pre-writing worksheet	At the end of the unit you should have submitted:

			<ol style="list-style-type: none"> 1. A Cover Memo (50) 2. Two Letters of Application (100) 3. A resumé (100) 4. 6 worksheets (60) 5. two job ads (10)
6.14 F	<p>Introduce Instructions Project</p> <p>Part 1: Write a list of Do's and Don'ts for Instructional Design</p> <p>Find two real-world sets of instructions and list five things that make the good set of instructions easy to follow and five things that make the bad instructions hard to follow.</p>	<p>Reflective Cover Memo Due</p> <p>The reflective cover memo should show how your two letters are adapted to their two different audiences by discussing 4 rhetorical features in the letters:</p> <ol style="list-style-type: none"> 1. Main argument 2. Evidence 3. Tone & Style 4. Word choice 	<p>Examine instructions you find in print or online and write a list of what to do and what not to do in instructions design. These are instructions on designing instructions with good and bad examples.</p>
<p>Week 4 Instructions</p> <ol style="list-style-type: none"> 1. Complete PowerPoint showing five things you should do and five things you shouldn't do in designing instructions. 2. Design instructions for Legos 3. Write a reflective memo explaining your design approach and discussing the results of the usability test of your Lego instructions. 			
6.17 M	<p>Designing Instructions</p> <p>Basic elements of design</p>	<p>Due: Do's & Don'ts for Instruction Design</p>	
6.18 T	<p>Part 2a. Legos: Design instructions for a Lego creation</p> <p>Draft Instructions</p> <p>Select a format:</p> <ul style="list-style-type: none"> • Word • PowerPoint • Video • CAD 		<p>Examples of student instructions on Bb</p>

6.19 W	Part 2b. Usability Test of Lego Project		
6.20 Th	Part 2c. Reflective memo on your Lego instructions,	Submit Lego Instructions	
6.21 F	Introduce the White Paper Project and ISIS Memo White papers-also called backgrounders-are informative reports	Reflective Memo Due containing usability test results.	Last Day to drop with W See sample white papers in Bb under ISIS project. Compare rhetoric of two for ISIS memo. The ISIS worksheet serves as the assignment and guide for writing the ISIS memo.
<p>Week 5</p> <p>Unit 3 White Paper Project</p> <ol style="list-style-type: none"> 1. ISIS Memo analyzing two examples of White Papers 2. Statement of Purpose for White Paper 3. Annotated Bibliography of three sources 4. Graphic 			
6.24 M	ISIS <ul style="list-style-type: none"> • Image • Structure • Information • Style 	ISIS Memo Due	
6.25 T	Statements of Purpose Select a topic on a relevant issue	White Paper Statement of Purpose Due	
6.26 W	Building Arguments Introduce Annotated Bibliography (3 sources, one scholarly). Annotations summarize and critique.		

6.27 Th	Research and Citing Sources APA Syle		OWL, see Bb for links
6.28 F	White Paper Project Annotated Bibliography	Annotated Bibliography Due (3 sources with a critical annotation for each)	
Week 6 White Paper Report <ol style="list-style-type: none"> Graphic Completed White Paper Final Exam			
7.1 M	Part 3: Designing a Graphic Labeling Graphics	Graphic Due This can be a draft of an original graphic. Typically graphics convert statistics into a pie, bar, or line chart.	
		White Paper Report Due <ul style="list-style-type: none"> • 2-3 Pages • Business Format • Graphic • Cover Page • APA citation style 	
7.3 W	Review of technical writing format. Final Exam submitted online		
7.4			Grades submitted to Registrar