

Policy Statement and Syllabus English 2311

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Office Location: Remote

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Office Hours

Cyber: Email, Phone, or Video Conference

Weds & Thurs

10am – 12pm

Required Texts, Materials, Supplies

- Readings will be provided as digital files or internet links
- Consistent access to a computer and internet

Course Information:

- Year Course Offered: 2026
- Semester Course Offered: Spring
- Course Number: ENG 2311
- Name of Course: Technical and Business Writing

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).

Course Objectives

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.

Course Expectations

This is an intensive hands-on writing workshop, which requires your participation in daily writing processes and assignments, peer review, and group work—all in an online environment. You must have access to a computer and be able to use word processing software as well as Blackboard to complete your documents. Final drafts of all work must be typed in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard. Assignments must be submitted as a Word document. I do not accept PDFs.

Marketable Skills:

Written Communication
Critical Thinking
Analytical Reasoning
Research Skills

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.

The Higher Education Coordinating Board has identified six core learning objectives

Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. Sul Ross State University is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in English 2311: Composition II you are also enrolling in a Core Curriculum Course that fulfills the Communication component requirement. The chart below indicates:

- (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB),
- (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

Core Objective	Definition	How the Core Objective Will be Addressed.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making SLO: Students will develop principles of personal responsibility for living in a	This will be addressed through written assignments that engage with diverse perspectives, ethical decision-making,

	diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	and civic themes.
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Attendance Policy:

As this is a web-format course, consistent participation is necessary. Late work will not be accepted. 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.

Late Work

All major assignments and/or projects, etc. are due on the dates assigned by 11:59pm, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work to receive a passing grade. I will not accept any late assignments under any circumstances. No exceptions! There is no make-up work in this course! **For school-related absences, it is the student's responsibility to contact the instructor within 24 hours after the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, the grade will result in a zero. If you are struggling, please do not wait to contact me to discuss appropriate paths to your success!

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

“Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.

2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a nonadministered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a nonadministered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. Students are not permitted to use or turn in A.I. (artificial intelligence) generated work in any capacity.
9. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
10. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
11. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
12. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Use of Generative Artificial Intelligence (AI)

No use of generative AI tools permitted

This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any

substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will

prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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. Simply turn in the sign-off form given to you after your appointment with your major assignment to receive extra credit.

Find the SRSU Writing Center by searching in Organizations in Blackboard. OR, if you are logged into Blackboard, you may click on this link:

https://shsu.blackboard.com/ultra/organizations/_252534_1/outline

SRSU 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 a 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.

Technical Issues

Blackboard works best in **Firefox, Safari, or Chrome** (rather than Explorer). It is free to download. If a student experiences technical issues, it is their responsibility to alert the instructor immediately and not after the assignment is due. It is also their responsibility to reach out to tech support for help. Please contact Tim Parsons or the help line at SHSU if you have technical problems or questions. Their contact information:

- Tim.Parsons@sulross.edu
- By calling **888.837.6055**
- Via email blackboardsupport@sulross.edu

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.

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 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		37	1-5	320
Resume	2/4	10		100
Two Letters of Application	2/16	10		100
Reflective Memo	2/23	5		50
7 Worksheets and Two Job Ads	1/21 – 2/18	7		70
Instructions Project		25	1-5	250
Do's and Don'ts Guide	2/25	5		50
Lego Instructions	3/18	15		150
Reflective Memo on Lego Instructions	3/25	5		50
White Paper Project		33	1-5	380
ISIS Memo	4/8	5		50
Statement of Purpose	4/8	3		30
Annotated Bibliography: 5 Sources	4/20	10		100
Graphic	4/22	5		50
Completed 2-3 Page White Paper per student	4/29	10		150
Final Exam	5/4	5		50
Total Points Available				1000

Dates	Activities	Topics	Objectives and Due Dates
Unit One: Employment Project			
Week One			
1/14	Introduce Course & Core Assessment Introduce Employment Project Research Job Ads Introduce "worksheet 1": Find to job ads for	Employment Documents The Job Search	Week Objectives: Introduce syllabus and first project, do core assessment, and begin Job ad search Finding Job Ads Job and Career Resources on Bb

	positions you're qualified for (10 points)		SRSU employment resources
Week Two			
1/20	<p>Worksheet #2: Self-Assessment</p> <p>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>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 	<p>Matching your skills with their needs</p> <p>Resume Design</p>	<p>Week Objectives: Introduce first project begin Job ad search Resume Drafting</p> <p>“Worksheet” #1: two job ads (upload in pdf or Word to BB Worksheet folder) Due 1/21</p> <p>Worksheet #2 Self-Assessment: skills, goals, experiences Due 1/21</p>
Week Three			
1/26	<p>Introduce</p> <p>Worksheet #3 Keyword pre-writing Worksheet (10)</p> <p>Objective Statements Resume Peer Review With 30-second test</p> <p>Resume Techniques</p> <ul style="list-style-type: none"> • Bullets • Verb Phrases • Detail and Conciseness <p>Worksheet #4</p>	<p>E-mails, Letters, and Memos</p>	<p>Week Objectives: Complete a resume (100)</p> <p>Worksheet #3 Keyword pre-writing Worksheet (10) Due 1/28</p>

	Resume Peer Review Worksheet (10)		
Week Four			
2/2	Begin Job Application Letters Discuss Letter Style, Survey examples Introduce Worksheet #5 Tailoring Worksheet (10)	Rhetoric of the Job Application Letter Rhetoric of the Letter	Week Objectives: Write two letters of application and begin to critique them. Due 2/4 One Resume Worksheet #4 Resume Peer Review Worksheet (10) Due 2/4
Week Five			
2/9	Professional Letters Style and Editing Peer Review Letters Introduce Worksheet #6 Peer Review Letters of Application	Drafting Letters	Week Objectives: Draft two letters of application (100) Worksheet #5 Tailoring Worksheet (10) Due 2/9
Week Six			
2/16	Memo Design Memos and Email Introduce Worksheet #7 Cover Memo Pre-Writing Worksheet	Drafting Reflective Memo assessing two letters to show they were adapted to their different audiences.	Week Objectives: Submit two application letters and complete the reflective memo on the different rhetorical strategies you used in your two letters. (100) and Worksheet #6 Peer Review Letters of Application (10) Due 2/16 Due 2/16 Two Letters of Application Worksheet #7 Cover Memo

			<p>Pre-Writing Worksheet (10) Due 2/18</p> <p>Due 2/23</p> <p>Reflective Cover Memo contrasting two letters of application</p>
Unit Two: Instructions			
Week Seven			
2/23	<p>Introduce Lego Instructions</p> <p>Write a list of <i>Do's and Don'ts for Instructional Design</i> (50)</p> <p>Draft Lego Instructions</p>	Instructions and Documentation	<p>Week Objectives:</p> <p>Collect and critique real world instructions for Do's and Don'ts Guide for Instruction Design (50)</p> <p>Begin Creating Instructions for a Lego Creation</p> <p>Due 2/25</p> <p>Do's and Don'ts for Instructional Design—a PowerPoint Presentation (50)</p>
Week Eight			
3/3	Draft Lego Instructions	Instruction Design Approaches	<p>Week Objectives:</p> <p>Draft Lego Instructions</p>
Week Nine – Spring Break			
3/9	Relax	Relax	<i>Relax</i>
Week Ten			
3/16	<p>Revise Lego Instructions</p> <p>Plan Usability Test of Lego Project</p>	Editing and Revision	<p>Week Objectives:</p> <p>Revise Lego instructions and Draft reflective memo with report on usability test.</p> <p>Lego Instructions (100) Due 3/18</p>
Unit Three: White Paper Project			
Week Eleven			
3/23	<p>Perform Usability Testing</p> <p>Revise Lego Instructions after Usability Test</p>	Usability Testing	<p>Week Objectives:</p> <p>Reflective Memo on Lego Instructions and Usability Test</p> <p>Due 3/25</p>

	Draft Reflective Memo		
Week Twelve			
3/30	Introduce White Paper Assignment Introduce ISIS Analysis of Two White Papers Statement of Purpose for White Paper	Brief Reports Report Writing	Week Objectives: Complete ISIS Memo, comparing two white papers. April 3: Last day to withdraw with a W.
Week Thirteen			
4/6	Drafting a proposal: Gantt Charts and Time Management Begin the annotated bibliography. Each student finds 3 research sources and begins drafting annotations summarizing the contents for each source. Introduction to research at the library and its website. Citing sources and plagiarism	Research	Week Objectives: Complete ISIS memo and statement of purpose for white paper. Due 4/8: ISIS Memo Due 4/8: Statement of Purpose for White Paper
Week Fourteen			
4/13	Principles of Research Organizing arguments Managing Projects Collaborative writing and editing of white paper	Drafting Reports	
Week Fifteen			
4/20	Informative Graphics Drafting Graphics	Designing persuasive visuals	Week Objectives: Annotated Bibliography Due 4/20 Submit an original graphic Due 4/22
Week Sixteen			
4/27	The Editing Process	Editing and	Week Objectives:

W 4/29 4/30 Dead Day		revising as a team	Editing and revising the white paper Due 4/29 White Paper
Week Seventeen			
5/4	Final Exam		<i>Week Objectives:</i> Final Exam Due 5/4

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