



English 2311.082 Technical & Business Writing Course Syllabus: Fall A 2019

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Office Hours	Mon	Tu	Wed	Thu	Fri	Online
						By appointment; response to emails within 24 hours

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: ENGL 2311 Technical Communications: 3 credit hours; 3 hours of class each week

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, email messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Class Description: This course provides a foundation of the various business communication formats, including letters, memos, electronic communication, written reports, oral presentations, and interpersonal communication. The course also includes other business items such as résumés, application letters, interviewing tips, and employment follow-up documents.

Required Textbook(s):

Thill and Bovée. *Excellence in Business Communication*. 12th ed.

(Provided through Exclusive Access - for more details see the **Start Course Here** folder in our Blackboard section or the NTCC Bookstore's web page.)

Publisher: New York: Pearson, 2016q.
431905-6

ISBN Number: ISBN (13): 978-0-13-

Recommended Readings: Grammar handbook of your choice. A good online handbook is located here: <http://www.cws.illinois.edu/workshop/writers/#clauses>, and more grammar resources can be found here: <https://owl.english.purdue.edu/>

Computer Requirements: You must have access to a computer to take this course. Your computer needs to have Windows XP SP3 or later or MAC OS X10.3 or higher. You will need Office 2003 or higher. You will also need broadband internet access. If you do not have access to a computer with the minimum computer requirements, I strongly suggest that you reconsider taking this course.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

Course Objectives: Your goals in this course lie a few years down the road when you will need this type of writing in your chosen profession. The course is a building block to provide you with a foundation for technical writing.

Course Submissions: This course involves a great deal of material that builds upon and applies lesson concepts covered in your textbook and in supplementary materials provided in Blackboard. Consequently, your successful completion of the course depends on your attentive reading and viewing of all preparatory lesson materials before you submit each assignment. Because each lesson builds on previous lessons, it is important not to skip materials or lessons. Even if you are unable to submit work for a lesson, you should read/view that lesson's materials in preparation for future lessons.

Evaluation/Grading: Your course grade will be calculated using the following weighted categories:

Assignments	25%
Discussions	25%
Quizzes	25%
Course Level Assessment	
APA Formatting Exercise	5%
APA Multimedia Project	5%
CLA Final Report	15%
	<u>25%</u>
<u>Total</u>	100%

Assignments: All coursework will be submitted online through Blackboard. Each lesson folder contains the links necessary for submissions of Assignments, Discussions, and Quizzes. ONLY IF a problem arises with Blackboard, your instructor will coordinate an alternative method of submission. DO NOT email submissions without prior authorization.

Discussions: Discussions consist of two parts, your original post in response to the discussion questions presented in the prompt and your responses to at least 2 of your peers' posts. Unless otherwise noted, your original post is worth 50% of the available points and your responses are worth 25% each of the available points. To receive full credit, your original post must address the prompt questions thoroughly but concisely, using standard academic English. Your responses must go beyond simply agreeing or disagreeing with your peers; they must add substantively to the critical content of the discussion.

Quizzes: All quizzes will be administered online through Blackboard. Each quiz will be open for a minimum of 48 hours (noted on your Course Schedule and in each Lesson Schedule). All material covered in your assigned readings or in any supplemental material I assign may appear on these quizzes. You MAY NOT make up any quizzes you miss unless you have a documented emergency. In the event of an emergency, contact your instructor as soon as possible to make arrangements regarding missed work.

Course Level Assessment: Your mastery of important course concepts will be assessed using a course level assessment unit that consists of 3 assignments, an APA Formatting Exercise, a Multimedia Project, and a Formal Report. See the Evaluation/Grading details above for grade percentages. The Formal Report will be assessed using the following rubric:

Course Level Assessment Formal Report Rubric

Criteria/Weight	Does Not Meet Expectations (1 – 3 points) x percentage	Meets Expectations (4 – 7 points) x percentage	Exceeds Expectations (8 – 10 points) x percentage
Information content (50%)	Information is not on topic or is unfocused; data is not relevant or sufficient to meet a clearly identifiable purpose.	Information is generally on topic; data is mostly relevant and sufficient to meet a clearly identifiable purpose.	Information is directly on topic; data is very relevant and sufficient to meet a clearly identifiable purpose.
Structure (10%)	Paragraphs are poorly organized; use of sections is illogical and hinders document navigation.	Paragraphs are usually well-organized; use of sections is logical and generally allows easy navigation of the document.	All paragraphs are well-organized; use of sections is logical and allows easy navigation through the document.
Graphics, Figures and Tables (10%)	Graphical elements such as sketches, maps, etc. are of poor quality and fail to support the text.	Graphical elements such as sketches, maps, etc. are of good quality and adequately support the text.	All graphical elements such as sketches, maps, etc. are creative, professional, and strongly support the text.

	Figures and tables are not clearly or logically identified and fail to support the text.	Some figures and tables are clearly and logically identified and adequately support the text.	All figures and tables are clearly and logically identified and strongly support the text.
Formatting (10%)	Document is formatted poorly and lacks required parts such as cover page, index, list of figures, etc.	Formatting of the document is generally consistent and includes all required parts.	Formatting of the document is professional and includes all required parts.
Grammar and Mechanics (10%)	Sentences are poorly written; there are numerous errors in word choice, spelling, grammar, and punctuation	Sentences are generally well-written; there are few errors in word choice, spelling, grammar, and punctuation.	Sentences are well-written; there are no errors in word choice, spelling, grammar, and punctuation.
Documentation (20%)	Fails to correctly document any sources or to utilize appropriate citation forms.	Most sources are correctly documented; appropriate citation forms are generally utilized.	All sources are correctly and thoroughly documented; appropriate citation forms are utilized throughout.
Total 100%	****NOTE: Because documentation proficiency is a core objective of this course, any report that does not correctly use documentation CANNOT receive a passing grade even if the total score of all categories is above passing.		

Late Work: Work other than quizzes submitted late will be penalized 10 points for each day late. This penalty will apply in addition to any deductions for errors in the work. For example, if an assignment would have earned a 90 if submitted on time but is submitted 2 days late, it would receive a 70; 90 for a competency score minus a 20-point deduction for late submission. Once a score of "0" has been entered in the gradebook for any work, that work is no longer eligible for submission unless you have a documented emergency. In the event of an emergency, contact your instructor as soon as possible to make arrangements regarding missed work. ***The Formal Report and PowerPoint Project in the Course Level Assessment MAY NOT be submitted late!***

Student Responsibilities/Expectations: Students are expected to complete all readings and/or viewings assigned for each lesson, and to submit their work on time in an approved format. Students are also expected to maintain a mature and respectful demeanor when participating in class discussions. If you are having trouble with your writing, please contact me before you fall behind in your work. I will be glad to help you, or you can visit the QEP tutors in the NTCC Learning Commons. They are available to help you succeed -- please use their help.

Online Etiquette: The objective in an online discussion is to be collaborative, *not* combative. Please proofread your responses carefully before you post them to make sure that they will not

be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more “traditional” classroom setting.

Course Withdrawal: IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF “F.”

NTCC Academic Honesty Statement: "Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics: The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. ***Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in an F in the course.*** Refer to the student handbook for more information on this subject.

ADA Statement: : It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

ENGL 2311 Schedule, Fall 2019

All assignments are listed according to the beginning date of the week they are due in. Unless otherwise noted, they are due by 11:55 p.m. on the following Sunday. Example: the Introductions assignment and Lesson 1 assignment are listed for Monday, 8/27 and are due by Sunday, 9/2.

<u>Mon 8/26</u> Introductions Lesson 1: Resource Development and Citation	Grammar Lab Paragraph Unity and Cohesion Essay Organization Proofreading
<u>Mon 9/02</u> Lesson 2: Professional Communications and Ethics Lesson 3: Communication and Business Etiquette in Teams and Across Cultures	Grammar Lab Thesis Statements Topic Sentences
<u>Mon 9/9</u> Lesson 4: Planning Business Messages Lesson 5: Writing and Completing Business Messages	Grammar Lab Clause Structure Sentence Fragments
<u>Mon 9/16</u> Lesson 6: Crafting Messages for Digital Channels Lesson 7: Writing Routine Messages	Grammar Lab Subject/Verb Agreement Parallelism
<u>Mon 9/23</u> Lesson 8: Writing Persuasive Messages Lesson 9: Planning and Writing Business Plans and Proposals	Grammar Lab Comma Usage Italics and Quotes
<u>Mon 9/30</u> Lesson 10: Introduction to Formal Reports and Proposals Lesson 11: Employment Documents and Interview Strategies	Grammar Lab Fused Sentences Sentence Types
<u>Mon 10/07</u> CLA Formatting Exercise	Grammar Lab Who/Whom Pronoun Usage Use of Capitals
<u>Mon 10/14</u> CLA Multimedia Project <i>due Mon 10/14</i> CLA Formal Report <i>due W 10/16</i>	