

GRAYSON COLLEGE

English 2311 Internet Course Syllabus 8-week

Note: *Due to extenuating circumstances, including public health issues, the College may alter, interrupt and/or cease course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours for a limited or extended period of time. The College will post such changes on the College website.*

Course information

Technical and Business Writing: Workshop on practical writing in a digital age Internet course (3 credit hours)

Professor contact information

Dr. Marlea Treviño Prefer "Message" through Canvas
TrevinoM@grayson.edu Generally reply to email within 24 hours

Course pre-requisites, co-requisites, and/or other restrictions

Prerequisite: English 1301 -- Composition I. (RW)

Course description – from college catalog

ENGL 2311. Technical and Business Writing. (3-0-3) 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 in individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: ENGL 1301. (RW)

Student learning outcomes

Upon successful completion of this course, students will

- Recognize, analyze, and accommodate diverse audiences
 - Produce documents appropriate to audience, purpose, and genre
 - Analyze the ethical responsibilities involved in technical communication
 - Locate, evaluate, and incorporate pertinent information
 - Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate
 - Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling
 - Design and test documents for easy reading and navigation.
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Required textbooks (ISBN # included) and materials

Sims, Brenda. *Technical Communication*. 3rd ed., Kendall Hunt, 2015. ISBN# 13: 978-1-4652-8524-9.

Suggested course materials

You will need to have access to **Microsoft Word** to write your papers.

- Dictionary
 - Flash drive
 - Laptop or computer access
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Outline of topics covered

- Tailoring writing to audience and purpose
- Using research to support development and documenting that use
- Design principles
- Style principles
- Usability testing
- Presentation best practices
- Technology for designing websites and instructional videos/podcasts
- Practical correspondence
- Informal reports
- Proposals
- Job documents
- Collaboration best practices
- Ethics in communication

Methods of instruction

- Text readings
- Interactive activities on Canvas
- Writing
- Research (primary and secondary)
- Discussions in Canvas
- Individual and collaborative activities
- Presentations of projects
- Use of technology
- Labs to reinforce research and persuasion skills

Tentative required assignments and academic calendar

Below is a tentative calendar of assignments and due dates. If assignment due dates change as we move through the semester, I will notify you through Canvas. It is *your* responsibility to note these changes. See the **Weekly Assignment Schedule** posted in Canvas for specific assignments.

Weeks	Assignments
1-2	<p>Module 1: Email/memos/letters Report on technical writing in your career and presentation Labs</p> <p>Text readings: Ch. 1 “Technical Communication and Your Career” Ch. 4 “Facing Ethical and Legal Challenges” Ch. 2 “Writing for Your Readers” Ch. 6 “Organizing Information for Your Readers” Ch. 7 “Writing Easy-to-Read Documents” Ch. 8 “Using Reader-Focused Language” Ch. 12 “Writing Reader-Focused Letters, Memos, and Emails”</p>
3	<p>Module 2: Job documents Job package (letter of application, resume, reference list) and presentation Labs</p>

	<p>Text readings: Ch. 13 “Writing Reader-Focused Job Correspondence and Resumes”</p>
4	<p>Module 3: Design Design project and presentation Labs</p> <p>Text readings: Ch. 10 “Designing Reader-Focused Documents” Ch. 11 “Creating Effective Visual Information for Your Reader”</p>
5	<p>Module 4: Proposals Proposal and presentation Labs</p> <p>Text readings: Ch. 16 “Writing Persuasive Proposals” Ch. 19 “Creating User-Focused Websites” Ch. 3 “Collaborating in the Workplace” Ch. 5 “Researching Information” Ch. 9 “Building Persuasive Arguments” Ch. 20 “Preparing and Delivering Memorable Oral Presentations”</p>
6-7	<p>Module 5: Instructions Instructional video and presentation Labs</p> <p>Text readings: Ch. 18 “Writing User-Focused Instructions and Manuals”</p>
8	<p>Module 6: Websites Website and presentation Labs Complete usability test (final)</p> <p>Text readings: Ch. 19 “Creating User-Focused Websites” (review)</p>

Methods of evaluation

Module 1: Email/Memos/Letters

Labs: Exercises and activities (completion grade)	8.33%
Report on tech writing in your career and presentation (letter grade)	8.33%

Module 2: Job Documents

Labs: Exercises and activities	8.33%
Letter of application, resume, reference list and presentation	8.33%

Module 3: Design

Labs: Exercises and activities	8.33%
Design project and presentation	8.33%
Module 4: Proposal	
Labs: Exercises and activities	8.33%
Proposal for website and presentation	8.33%
Module 5: Instructions	
Labs: Exercises and activities	8.33%
Instructional video and presentation	8.33%
Module 6: Website	
Labs: Exercises and activities	8.33%
Website and presentation	8.33%

The project for each module will receive a **letter grade**. Lab assignments will receive a **participation/completion grade**. The labs, or “exercises and activities” listed above, could consist of any of the following: exercises, reading questions, or project-preparation activities like client interviews, team meetings, audience and purpose worksheets, data sheets, usability tests, progress reports, style sheets, etc.

- A** Followed assignment requirements; followed technical communication principles for structure, style, and design; paid careful attention to the writing elements below; did prewriting, revised insightfully, and edited appropriately—**communication was outstanding**
- B** Followed assignment requirements; followed technical communication principles for structure, style, and design; paid close attention to the writing elements below; did prewriting, revised thoroughly, and edited competently—**communication was notable**
- C** Followed assignment requirements; followed most technical communication principles for structure, style, and design; paid some attention to the writing elements below; and did some prewriting, revising, and editing—**communication was adequate**
- D** Made a strong effort to complete assignment, attempting to follow assignment requirements; pay attention to the writing elements below; and prewrite, revise, and edit; attempted to follow technical communication principles for structure, style, and design—**communication was marginal**
- F (50)** Made a partial effort to complete assignment but did not follow assignment requirements; pay attention to the writing elements below; do much prewriting, revising, or editing; or follow technical communication principles for structure, style, and design —**communication was unsuccessful**
- F (0)** Plagiarized part or all of assignment

Writing Element	Explanation
Audience	paper shows clear evidence that writer has analyzed the audience for the communication and tailored writing elements to meet that audience’s needs
Purpose	paper accomplishes the writer’s purpose for the communication

Thesis/Organization	paper has a clear thesis and follows an organization pattern that develops that thesis and includes transitions that clearly connect points to thesis; organization is clearly tailored to audience and purpose
Paragraph development	points are developed with multiple paragraphs that contain specific examples that support the thesis; examples are clearly tailored to audience and purpose
Sentence structure	sentences convey ideas concisely and connect to sentences before and after
Word choices	words precisely convey the writer's points but also produce a tone best suited to the audience
Title/introduction/conclusion	title captivates and clearly orients the audience to the paper's topic/thesis; introduction immediately involves audience in paper, provides sufficient orientation/background for audience to understand points, and may include the thesis; conclusion reinforces and extends thesis and encourages audience to act mentally or physically
Format	paper follows appropriate documentation format (for example, in heading, margins, spacing, font, and documenting)
Grammar/Punctuation	paper is carefully edited and free from grammar or punctuation errors

Paper should also meet assignment requirements for content, length, and sources (if required) and should show evidence of prewriting, revising, and editing.

Project and assignment submission

Each module is comprised of a **major project** and multiple smaller **assignments** designed to teach you the skills needed to successfully complete the project. The major project is half of the module grade, and the labs are half of the module grade.

For each module posted in Canvas, in the “**Modules**” tab, you can read a detailed description of that **module's project**, including the project objective, text readings, how to get started, drafting tips, what to turn in, and what I'll be looking for when evaluating the project. You will also find in each module an **introductory lecture**, a **detailed weekly assignment schedule**, and a **detailed description of the module's labs** with associated materials. I have posted all assignment-related handouts on our class Canvas site.

Submit all assignments on time—*I will not accept late assignments unless cleared ahead of time.* The Weekly Assignment Schedule indicates when each assignment is due. If you are having trouble completing an assignment or project, talk with me several days *before* the assignment is due. **I will not accept your assignment or project if it doesn't meet the assignment requirements or have relevant attachments.** Any assignment or project not prepared specifically according to instructions in format, organization, or style *or reflecting minimal effort* may receive a grade of “F.”

Note: I will post grades in Canvas when we complete a module. Your **exercises and assignments** (submitted through Discussion postings) will receive completion grades, and I will comment on them individually sometimes and through group comments at other times. Your **evaluated projects** will receive letter grades, along with video comments or marginal and final notes. It is *your* responsibility to keep up with your assignment grades and absences.

Writing Center Resource—The Grayson Writing Center is staffed by professional tutors who can help you at any stage

of your writing assignment. The Center is located on the Main Campus in the Liberal Arts building, Rooms 108 and 110. The phone number is 903.415.2541. Hours are Monday-Thursday, 8 a.m.-5 p.m.; Friday, 9 a.m.-2 p.m. You can also submit your paper as an attachment to <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2> and the tutors will email you feedback.

Course and instructor policies--attendance

You must log on daily. You cannot perform well in this course unless you “attend” class. I will be communicating with you frequently both individually and as a class.

When emailing me, be sure to include your *full name* and *section number* in the body of the message. Make sure your subject line is specific, for example, “Question about style discussion Tues.” or “My career report due Tues.”

Academic success is closely associated with regular attendance and course participation. All successful students, whether on campus or online, are expected to be self-motivated. You are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following my instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is yours. In addition, your eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. If you withdraw, any tuition refund would be made in accordance with state regulations.

In order for you to be counted as having attended a class before the census date, I will follow these guidelines:

- Physical attendance in class with an opportunity for instructor and student interaction
- Submission of an academic assignment
- Completion of an exam, interactive tutorial, or computer-assisted instruction
- Attendance at a study group assigned by me
- Participation in an online discussion in the class
- Contact with me to ask a question

Student conduct

See the handout “Taking Charge of Your *Own* Success” posted on Canvas under the “Syllabus” tab.

Student behavior that interferes with my ability to conduct a class or other students’ learning opportunities is unacceptable and disruptive and will not be tolerated in any instructional forum at Grayson College.

Be prepared to actively contribute to class. Have your textbook and completed assignments with you. When you’re not ready for class, you waste my time, your classmates’ time, and your own time.

Online policies

I will communicate with you through Canvas Messages and the Discussion board in our class, and you will communicate with each other in the same way.

Note the labs requiring online participation in each module’s Weekly Assignment Schedule. Remember that I evaluate labs as “credit” (submitted on time and completed adequately) or “no-credit.” As stated above, our class will not tolerate disrespectful posts directed toward your classmates or me. You will need to post all lab and project work as Word

documents. Let me know ahead of the due date if you're experiencing any technical difficulties with Canvas, in which case, you can submit work through my Grayson email: TrevinoM@Grayson.edu.

I reserve the right to have you rewrite any assignment in person by hand.

Academic integrity

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental.

Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,
- Quoting or copy/pasting phrases of three words or more from someone else without citation,
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,
- Giving incorrect or nonexistent source information or inventing source information,
- Performing a copyrighted piece of music in a public setting without permission,
- Composing music based heavily on someone else's musical composition.

The faculty expect students to demonstrate responsibility and academic honesty. Because the value of an academic degree depends upon the integrity of the work done by the student for that degree, a student must demonstrate individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to *cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts.*

Plagiarism, for example, from the Web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to *turnitin.com*, which allows faculty to search the Web and identify plagiarized material.

Plagiarized papers in this course will receive a "0."

I reserve the right to require you to rewrite any assignment in a controlled environment.

Student responsibility

You have already decided to go to college; now your follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a well-paying job in a field you enjoy or working at minimum wage for the rest of your life.

Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to put your best effort into showing up for class, completing the assignments and reading, engaging in class, following directions, and asking questions promptly when you need me to clarify concepts or instructions.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veteran status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Molly M. Harris, Title IX Coordinator (903)463-8714
- Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753

Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>

GC Police Department: (903) 463-8777- Main Campus; (903) 415-2501 - South Campus

GC Counseling Center: (903) 463-8730

For any on-campus emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences. These descriptions and timelines are subject to change at my discretion. Grayson College campus-wide student policies may be found on our Current Student page on our website: <http://grayson.edu/current-students/index.html>