COMMUNICATION
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: ENGL 2311
Course Title: Technical and Business Writing
Brief Course Description: 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, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: English 1301 or equivalent credit.

Foundational Component Area: Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Core Objective	ASU SLO	Course SLO	Assignment	Assessment Method
Critical Thinking	CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.	Locate, evaluate, and incorporate pertinent information.	Students will conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce.	See attached rubric.
	CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.	Recognize, analyze, and accommodate diverse audiences.	Students will write documents (such as recommendation reports, proposals, or other workplace documents) that integrate multiple perspectives and consider multiple stakeholders.	See attached rubric.

Communication	CS1: Develop, interpret, and express ideas through effective written communication.	Produce documents appropriate to audience, purpose, and genre.	Students will write workplace documents, such as emails, reports, and proposals.	See attached rubric.
Teamwork	TW1: Consider different viewpoints as a member of a team.	Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.	Students will conduct peer editing workshops as members of a team.	See attached rubric.
Personal Responsibility	PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	Analyze the ethical responsibilities involved in technical communication.	Students will integrate primary and secondary research accurately and appropriately within a professional document.	See attached rubric.

Critical Thinking Rubric

Assessment: In the final draft of a writing project, students will demonstrate their abilities to gather, analyze, evaluate, and synthesize pertinent information within a given professional writing situation using primary and secondary research techniques. They will also demonstrate their abilities to develop and demonstrate a logical position (i.e. perspective, thesis, and hypothesis) that acknowledges ambiguities or contradictions.

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
CT1: Locate, evaluate, and incorporate pertinent information.	Skillfully gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques.	Gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques.	Inconsistently gathers, analyzes, and synthesizes pertinent within a given professional writing situation using primary and secondary research techniques.	Fails to adequately gather, analyze, or synthesize pertinent within a given professional writing situation using primary and secondary research techniques.
CT2: Recognize, analyze, and accommodate diverse audiences.	Specific position is imaginative and accounts for complexity of an issue, including limits of position and other points of view.	Specific position acknowledges complexity of issue and includes other points of view.	Specific position is developed but is simplistic and obvious.	Fails to develop a specific position.

Communication Rubric

Assessment: In the final draft of a writing project, students will demonstrate their abilities to develop, interpret, and express ideas through effective written communication within professional writing situations.

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
CS1: Produce documents appropriate to audience, purpose, and genre.	Consistently develops relevant and appropriate content for the audience, purpose, and writing task.	Generally develops relevant and appropriate content for the audience, purpose, and writing task.	Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.	Seldom develops relevant and appropriate content for the audience, purpose, and writing task.

Teamwork Rubric

Assessment: Work collaboratively with the instructor and peers to plan, draft, revise, and edit written work.

Core Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
Team Work 1: Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.	Successfully participates in peer critique workshops by bringing an adequately developed draft for peers to read; offering peers useful and encouraging feedback on their writing; and recording, evaluating, and incorporating feedback received during peer critique sessions	Participates in peer critique workshops by bringing a draft for peers to read; offering peers *some* useful and encouraging feedback on their writing; and *frequently* recording, evaluating, and incorporating feedback received during peer critique sessions	Participates in peer critique workshops by bringing an *inadequately developed* draft for peers to read; offering peers *marginally* useful and encouraging feedback on their writing; and *infrequently* recording, evaluating, and incorporating feedback received during peer critique sessions	Participates in peer critique workshops by bringing an *inadequately developed or no* draft for peers to read; offering peers *unhelpful* feedback on their writing; and *rarely* recording, evaluating, and incorporating feedback received during peer critique session

Personal Responsibility Rubric

Assessment: Through a written assignment, students will demonstrate their abilities to integrate primary and secondary research accurately and appropriately within a professional document.

Core Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
PR1: Analyze the ethical responsibilities involved in technical communication.	Consistently demonstrates responsibilities related to appropriately locating, incorporating, and citing secondary sources in their writing.	Generally demonstrates responsibilities related to appropriately locating, incorporating, and citing secondary sources in their writing.	Occasionally demonstrates responsibilities related to appropriately locating, incorporating, and citing secondary sources in their writing.	Rarely or never demonstrates responsibilities related to appropriately locating, incorporating, and citing secondary sources in their writing.

ENGLISH 2311: Technical and Business Writing

Course Prefix/Number: ENGL 2311
Course Title: Technical and Business Writing
Brief Course Description: 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, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: English 1301 or equivalent credit.

Course 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.

The table below lists specific core objectives, student learning outcomes, and learning activities.

Core Objective	Course Student Learning Outcome	Learning Activities
Critical Thinking	Locate, evaluate, and incorporate pertinent information. Recognize, analyze, and accommodate diverse audiences.	Students will conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce. Students will write documents (such as recommendation reports, proposals, or other workplace documents) that integrate multiple perspectives and consider multiple stakeholders.
Communication	Produce documents appropriate to audience, purpose, and genre.	Students will write workplace documents, such as emails, reports, and proposals.
Teamwork	Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.	Students will conduct peer editing workshops as members of a team.
Personal Responsibility	Analyze the ethical responsibilities involved in technical communication.	Students will integrate primary and secondary research accurately and appropriately within a professional document.

Assignments

Points	Assignment
10	Interview Plan (Email)
15	Profile of Professional Communication
10	Proposal for Writing Guide in a Given Profession
10	Analysis of Secondary Research
25	Manual: Guide to Writing in a Given Profession
10	Oral Presentation
10	10 Quizzes (over readings, online materials, lectures, and assignment descriptions)
10	5 Workshops (50% completed rough drafts and 50% working in class with peers)
100	**Total**

Grade Determination

Course Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Prerequisite: Students must pass English 1301T, English 1301, or have earned equivalent credit.

Required Texts and Materials:
Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing With Readings and Handbook*, 4th edition. New York: W.W. Norton and Company, 2016.

- A zip drive or storage device for course materials
- (2) two-pocket folders
- A notebook for notes/group work/in-class writing
- A writing implement

Computer Requirements:

Access to Blackboard
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at **https://blackboard.angelo.edu**. To log in, you'll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit **some** reading and most writing assignment responses through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

Adobe Acrobat Reader
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

Technical Support:
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

Phone: 325-942-2911
Email: servicecenter@angelo.edu
Web: http://www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

Attendance Policy:
Students can miss up to two weeks in a sixteen-week semester (six classes in an MWF class and four classes in a TR class). Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. You will receive a five point deduction from your final course grade for every class you miss beyond the allowed number. In addition, if you come to

class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent.

Tardiness Policy:
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. **Three** tardies will constitute **one** class absence.

Observances of Religious Holidays:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Conferences:
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because **missing a conference counts as a class absence**. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

Classroom Decorum: ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the *Student Handbook* at https://www.angelo.edu/student-handbook/.

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.

- **Food and Drink:** I do not allow full meals in the classroom (leave your combo meal at home, please), but I don't mind if you bring something to drink or a non-smelly, quiet snack.

Electronic Device Policy:

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

Ipods/MP3s	Cell Phones	Laptops/Tablets
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Ipods/MP3 players are never allowed. Please remove your headphones and put them away before class begins.	You may not use your cell phone unless instructed. Occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting	You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, to take class notes, and, in some cases, bring drafts for peer review.

	an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.	

Penalties for Violating the Electronic Device Policy: If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don't want this. It's very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.

Writing Assignment Submission:

- Some low-stakes assignments you will submit through Blackboard. You will need to save them in a Microsoft-Word compatible file.

- Major writing assignments require you to submit multiple items along with the final draft in a two-pocket folder. Before you submit the final draft, I will distribute a checklist detailing the items you must include in the folder. If any required materials are missing, your folder will be returned and you will receive a 10 point deduction for each class day the packet is incomplete.

- Additionally, within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). ***Please staple together multiple-paged documents***.

- If you fail to any of the major writing assignments, you will not pass the course.

Late Work*:* I *do not* accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please *do not* e-mail me assignments after the due date unless you have my approval. However. . .

The "Late Pass": I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one "late pass" per semester. This means once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday (the next class period) to submit it. Upon applying your "late pass," I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Participation:
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard discussion postings, graded in-class group work, and graded homework assignments. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for in-class exercises graded as quizzes.

Peer Review:
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

Using Student Writing in the Classroom:
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your peers' writing that are hard to learn from any other source. This means that each student will likely have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know *when you turn it in.* If you have concerns about this, please let me know.

Accommodation Statement:
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Please let me know if your disability requires that you read documents and texts electronically so I can upload them into Blackboard for you.

Plagiarism Policy:
Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism
Plagiarism can include any of the following:
- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services.

Possible Consequences
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The *ASU Student Handbook* further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

Writing Center Information

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring**: Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

- **E-submission of papers**: Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

Location: Porter Henderson Library, third floor, Room C305

Fall and Spring Hours
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.

Course Calendar

Note: This schedule provides the topics, readings, and assignments that will be covered for the first six weeks of class. I reserve the right to change these items based on class needs.

NFGTW=Norton Field Guide to Writing; *Bb=Blackboard*

Week 1	Course Introductions
Tue, Jan 19	**Discuss**: • Course description and syllabus • What is the difference between academic and professional writing? • Icebreaker **Homework**: • Log in to Blackboard and explore the course page. • Write a description of the types of writing you have completed thus far in college.
Thurs, Jan 21	**Discuss**: • Ice breaker activity: discuss your major and the types of writing you've completed in college thus far. **Homework**: • Explore "What Can I Do with This Major?" Web link available in Bb. • Read "Profiles" on pp. 191-204 in *NFGTW* • "Doing Field Research" on pp. 448-452 in *NFGTW* • Respond to assigned questions.

Week 2	
Tue, Jan. 26	**Discuss**: • The profile assignment • Selecting and contacting an interviewee **Homework:** • Begin drafting LSA1
Thurs, Jan 28	**Discuss:** • Conducting an interview • The interview script • Recording the interview and taking useful notes • Taking pictures of interviewee **Homework:** • Read "Rhetorical Situations" on pp. 1-11 in *NFGTW*. • "The Concept of Discourse Community" (PDF posted in Bb) • Respond to assigned questions.

Week 3	
Tue, Feb. 2	**Due through Blackboard by midnight:** LSA1 **Discuss:** • "discourse community" and "rhetorical situations" **Homework**: • Read "Exploring Genre: A College Writer's Tool for Understanding Writing" and portions of "Coaches Can Read Too" (PDFs in Blackboard). • Respond to assigned questions.
Thurs, Feb.4	**Discuss:** • Ted Talk: "Academic Writing" and "Exploring Genre" • Grammar and mechanics **Homework:** • Locate a piece of professional writing and bring it to class for discussion. • Read "Marlen Esparza: Going the Distance" and "Jimmy Santiago Baca: Poetry as Lifesaver" on pp. 848-862 in *NFGTW* • Respond to assigned questions.
Week 4	
Tue, Feb. 9	**Discuss:** • Sample writing assignments • Sample profiles **Homework:** • Read "Drawn to a Larger Scale" and "Defying the Odds: Victor Cruz" on pp. 863-874 in *NFGTW.* • Respond to assigned questions.
Thurs, Feb. 11	**Discuss:** • Sample profiles • LSA2 **Homework:** Draft LSA2
Week 5	
Tue, Feb. 16	**Due through Blackboard by midnight:** LSA2 **Discussion:** • Repurposing interview data for the profile • Selecting and incorporating images

	Homework:
	• Continue drafting the profile
Thurs, Feb. 18	Discussion:
	• Drafting parts of the profile
	Homework:
	• Draft the profile and bring copies to Tuesday's class. *If you fail to bring a draft, you cannot participate and will counted absent.*

Week 6	
Tue, Feb. 23	Class Activity: Peer review
	Homework: Revise/edit the profile.
Thurs, Feb. 25	Discuss/Class Activity: One-on-one conferences with professor. Schedule TBA

Week 7	
Tue, March 1	Due at beginning of class: the profile
	Discuss: Sequence 2, LSA1
	Homework: Read pages 432-447; 453-456 in the *Norton Field Guide to Writing*
Thurs, March 3	Discuss:
	• Reflection 1
	• Finding library resources
	Homework: Read "Reading Strategies" on pages 396-413
Week 8	
Tue, March 8	Discuss:
	• Locating a topic
	• Finding resources for LSA1; reading strategies
	• Analyzing and comparing the selected pieces of writing
	Homework: Complete Reflection 1 and work on LSA1
	Due: Reflection 1 due by midnight through Blackboard
Thurs, March 10	Discuss: Analyzing and comparing the selected pieces of writing; locating sources for the research analysis report
	Homework:
	Read
	• "Developing a Research Plan" 421-431
	• "Reporting Information" 129-150
	• "Quoting, Paraphrasing, and Summarizing" 462-474
	Due: LSA1 by midnight via Blackboard

SPRING BREAK: MARCH 14-18

Week 9	
Tue, March 22	**Discuss:** Developing a research plan; locating sources for the research analysis report; reading strategies; writing report summaries **Homework**: Read • "Acknowledging Sources, Avoiding Plagiarism" 475-479 • "Documentation" 480-483
Thurs, March 24	**Discuss:** Reading annotations; documenting sources; citation software; peer review protocol for the research analysis report **Due:** LSA2 Before midnight **Homework:** Draft the annotated bibliography and post draft in Blackboard for peer review before 3/31's class. ***If you fail to bring a draft*** *(or post a draft, if we complete in Bb)* ***you cannot participate and will counted absent.***

Week 10	
Tue, March 29	**Discuss:** Documenting sources; plagiarism/intellectual property **Homework:** Post draft of research analysis report for peer review. ***If you fail to bring a draft*** *(or post a draft, if we complete in Bb)* ***you cannot participate and will counted absent.***
Thurs, March 31	**Peer review activities**

Week 11	
Tue, April 5	**MWA3 due at the beginning of class** **Discuss:** • Sequence 3 • Discuss BEAM
Thurs, April 7	**Discuss:** Sequence 3 **Due:** Reflection 2 through Blackboard before midnight

Week 12	
Tue, April 12	**Discuss:** • Analyzing sample guides • Planning your guide
Thurs, April 14	**Discuss:** • Planning your guide • Integrating sources • Guide formatting, design, and layout

Week 13	
Tue, April 19	**Due:** LSA1 **Discuss:** • Final oral presentations • In-text documentation/inserting footnotes • Guide formatting, design, and layout • Selecting and manipulating visuals
Thurs, April 21	**Discuss:** • Guide formatting, design, and layout • Selecting and manipulating visuals **Homework:** Post draft of peer review in forum. We will discuss peer review protocol in class.

Week 14	
Tue, April 26	Peer review **Discuss:** Oral Presentations
Thurs, April 28	**Due:** Guide to Writing in a Given Profession Oral Presentations

Week 15	
Tue, May 3	Oral Presentations
Thurs, May 5	Oral Presentations

FINALS WEEK	
	Final due by 3PM on Tuesday, May 10.

[i] Curry, David. "Control An Ipod Using Your Eye Movements." *Sizlopedia: Mostly Tech & Everything.* 4 March 2008. Web. 15 January 2016

[ii] Tower Leasing, UK. "From Symbian to Sailfish: the Evolution of the Smartphone OS." *Tiki-Toki.* 2014. Web. 15 January 2016.

[iii] Fagioli, Brian. "Toshiba Unveils First-Ever 4K Laptops -- But Do Consumers Actually Need Them?" *Betanews.* 2014. Web. 15 January 2016.

[iv] Sandoval, Max. "Where to Buy an IPad This Holiday Season." *Asian Geek Squad.* 2014. Web. 15 January 2016.