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Technical and Business Writing

Sarah Fish

ENGL 2311

Technical and Business Writing, Online
Collin College—McKinney Campus
CRN 20547 Spring 2019

Instructor: Dr. S. Fish **Meeting**: 22 January-13 May 2019
Email: sfish@collin.edu **Location**: Online
Phone: 972.548.6536 **Department (Emergency)**: 214.491.6270
Office (Online) **Hours**: Mon./Wed.: 12-1 PM (online only);
Tues./Thurs.: 10 AM-12 PM

If you have questions about something related to the class, please let me know as soon as possible. See me during office hours, make an appointment, and ask questions through discussion posts and online conferencing. You can also email with your CougarMail email and message me in Canvas. I prefer CougarMail because it is more reliable. I will respond within 48 hours. Include a subject line and text that explains the situation so we can quickly address your needs.

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. Course Credit Hours: 3-hour lecture
Prerequisites	ENGL 1301
Required Textbooks	**Completion of the Course: Required Reading** • *Writing on the Job: A Quick References Guide to Writing in the Workplace,* Updated edition, John C. Brereton and Margaret A. Mansfield, ISBN: 978-0-393-97511-6 • *Technical Writing*, Michele DeSilva, et al., editors: https://openoregon.pressbooks.pub/technicalwriting/ *Note: This is an open-education resource (free to use) under Creative Commons Attribution NonCommerical ShareAlike.*
Required Technology Literacies	**Minimum Technology Requirement:** Students need access to Canvas via Collin College, access to your Collin email, access to a word processor to complete and submit papers in a typed format on Canvas, and access to the internet to view videos and labs. Technological issues are not excuses for missed work. **Minimum Student Skills:** Students need the ability to type, edit, and submit a Word document (or equivalent in .pdf); and should understand Canvas in terms of locating assignments, posting assignments, posting to the discussion board, and accessing the grade book is vital to success. **Netiquette Expectations:** Standards of courtesy and respect must be maintained at all times in our online classroom. Join in to the discussion, but remember that this is still an academic setting, and respect and consideration are crucial for any intellectual discussion. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

Required Participation in Online Learning Environments	**Completion of the Course: Negotiating an Online Course**
	The research about student success in online courses tells us that students need to 1) feel connected to the course and 2) have material scaffolded to demonstrate learning before getting to major assessments (for example this source). Students who fail or withdraw from these courses often don't have either, but sometimes, students sign up for online courses without realizing the work required from an online learning environment.
	For this reason, some of our work connects you to peers in the course and as best as possible, to me. You will also complete assessments meant to ensure you know the basics about writing requirements before actually doing the writing. A face-to-face meeting affords lecture, in-class questions and feedback, and even small group activity; an online class requires a different approach.
	Additionally, by enrolling an online course, you've signed on to a learning environment that is technology dependent. Please ensure that whatever technical hardware and software you use is up to date. I also recommend saving all work to a cloud-based system (your CougarMail account includes Google Drive) to prevent losing documents only saved to a desktop. Collin offers computer labs in the library available for use, though the hours are limited due to minimal activity. Review their hours **HERE**. Technical complications are not an excuse for missing work, especially because we have so few class meetings.
Student Learning Outcomes	**State Mandated 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.
Method of Evaluation: Course Assessments	**Completion of Course: Understanding Course Assessments**
	You (individually and with feedback from peers in the class) are responsible for creating material for the course, so if you are unsure about the scholastic integrity (see later section) of your work, please talk to me.
	To complete course work, please consider your existing employment and/or intended career path. If you are currently in a career field you enjoy, use your existing job situation to inform the Summative Assessments. If you want to create materials for your long-term career path, then use the Summative Assessments to create documents for your future audience.
	Formative Assessment (45%): We complete this work to document your recall and basic application of information to better prepare for the summative assessments. The goal is transfer this information to the writing.
	• *Quizzes (25%)*: Complete 25 quizzes (worth 10 points each) related to assigned texts about course-related learning materials.
	• *Discussion Posts (20%)*: Complete 20 discussion posts covering assignment planning, peer review, and other related topics. You will earn this in four increments over the term: Posts #1-#5 (5%), Posts #6-#10, (5%), Posts #11-#15 (5%), and Posts #16-#20 (5%). You do not lose all points if one or more post is missing; you earn a grade based on the completed work.

Method of Evaluation: Course Assessments (continued)	_Summative Assessment (55%):_ These grades assess your ability to evaluate and create material, representing higher-order application of the formative assessment category. You earn these grades by demonstrating your ability to write for others, emphasizing structure, punctuation, and accuracy.

For the first half of the semester, we focus on business/professional writing environments, and in the second half, our focus is on more technical writing and reporting.

- _Introductory Email (2.5%)_: Create and send a professional email following the assigned guidelines.
- _Résumé & Cover Letter (5%)_: Create (revised and updated) employment materials focused on intended career field.
- _Memo & Flyer (5%)_: Create professional documents meant to convey information to a career-specific audience (either real or imagined).
- _Progress Report I (7.5%)_: Create a PowerPoint presentation reflecting on your current standing in the course and outlining a writing plan for the next major section.
- _Career Research Annotated Bibliography & News Brief Proposal (15%)_: Complete an annotated bibliography in preparation for the News Brief assignment, engaging ethical use of sources. Includes collaborative option.
- _News Brief (10%):_ Create a multimodal presentation using the research gathered from Career Research Annotated Bibliography. Includes collaborative option.
- _Professional Development Project (10%)_: Reflect on ENGL 2311 learning and attend two professional development activities (in person, online, etc.) related to your current or intended career field. Create a follow-up attendance report. This is a semester-long project.

Completion of the Course: Submitting Assessments
All work should be unique to you and your interactions with classmates. If you have completed any writing prior to our course or are working on something related, please email me ASAP about how you might use this document to maximize revision potential. Anything that is a current project in another course will require that professor's input, too. If you are unsure about the Scholastic Integrity, please contact me ASAP.

You will submit all assessments through Canvas, excepting the email that you send to me through CougarMail (send this to sfish@collin.edu). All non-multimodal Summative Assessments should be completed in Word or its equivalent with all files (not Google Docs links) submitted to Canvas. The multimodal Summative Assessments should follow the outlined software/online platforms and Canvas submission guidelines provided.

I do not accept late work. Our writing environment is one focused on time management, and deadlines. Technical complications are not an excuse for missing work (see "Required Participation in Online Learning Environments"). Additionally, the semester dates have been available since registration so you could know when the course attendance parameters and plan accordingly.

If you have an emergency that prevents submission on the due date, you are responsible for arranging extensions for material and providing documentation about missing the submission deadline. In unclear situations, I may send this to Associate Dean Dr. Amy Gainer for consultation and review before any decisions are made about the extension and/or late work penalties.

Method of Evaluation: Course Assessments (continued)	**Completion of the Course: Earning Your Grades** The grade you earn includes a combination of your scores on all assignments during the term, worth 1000 points total; please note that some assignments carry more weight and thus have a larger impact on your course grade. To help you think of this course as an accumulation of a semester's worth of work, *I set all grades in Canvas to 0 and update grades as we progress so that you see a better reflection of where your grade is going.* Your final course grade reflects the below point breakdown: A 895-1000 points 90-100% D 595-694 points 60-69% B 795-894 points 80-89% F 0-594 points 0-59% C 695-794 points 70-79% Your grade reflects your mastery of material over the course of the semester and the accumulation of earned points. With all of this information, make good choices. Some of you may need this to graduate in the immediate semester, so I recommend taking seriously the assessments and rubrics. Final grades are not a negotiation. If you know you need to earn a certain grade, then complete the assessments in a way that reflects the grade you need to earn.
Getting Help with Writing	You have access to more writing help (for this class or any other) both in person and online. The College Writing Centers provide 30-60 minute sessions: **http://www.collin.edu/studentresources/caa/writingcenter.html**
COLLIN POLICY STATEMENTS	*The below specifics reflect the 2018-2019 Student Handbook as of August 2018. For more up-to-date information, please access Student Services Policies on their Web site [HERE](#).*
Attendance	**Collin Policy: Class Attendance** "Students are accountable for their own academic progress and work. With that in mind, prompt submission of all work, according to the course calendar and syllabus guidelines, promotes student success" (*Student Handbook* 16). **Course Specifics: Attendance** Online class attendance is marked by the completion of quizzes and discussion posts due for each class meeting, though you complete this work within the 24 hours in a day, rather than a designated class meeting (another reason I accept no late work). Completing quizzes and participating in all discussion boards ultimately helps the Summative Assessments (See "Netiquette Expectations" for guidelines for interacting in an online course), and post responses help build community with fellow learners, something needed in online environments.
Withdrawal Policy	Withdrawal from a class means that you remove yourself from the class after the census date, 4 February 2019. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Please contact the admissions office for information on how to withdraw. The last day to withdraw from this class is 22 February 2019.
Americans with Disabilities Act	Collin 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. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Class Conduct	**Collin Policy Statement: Student Code of Conduct** *Classroom Environment:* "Students and professors at Collin College share a responsibility to promote, develop, and maintain a positive learning environment. Students are asked to show respect to other students and professors" (*Student Handbook* 16). **Course Specifics: Conduct** Please be respectful and treat our online environment as a scholarly, professional environment. Interactions across peers and with myself should demonstrate an awareness of audience and tone, in keeping with our learning objectives. All collaborative environments are meant to help progress a Summative Assessment, so while we need to be honest in our critique of each other, we can do so in a kind way. If you're unsure how to engage a topic or classmate, please email me ASAP.
Scholastic Honesty & Integrity	**Collin Policy Statement: Scholastic Dishonesty** "Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts: 1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course. 2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers. 3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course" (*Student Handbook* 96-97).

Course Specifics: The Ethical Use of Intellectual Property
To earn credit for work, all work must be yours and avoid the above-mentioned integrity issues. As a student in a sophomore-level writing course, you are expected to be familiar with attribution standards. Because I recognize the learning curve here, I have included multiple quizzes and integrated TurnItIn to help address scholastic integrity concerns and have the below policy in place to address learning needs. I have outlined below the steps we will take in situations of scholastic integrity, whether deliberate copy/pasting or inadvertent misattribution:

Deliberate Copy/Pasting	Inadvertent Misattribution
Your assignment submission can be found partially or in full from another source with no clear attempt to attribute or engage with working with sources.	Your assignment is missing attribution (in text and/or works cited) and/or uses patch writing while showing deliberate attempts to credit sources in other places.
Consequences: • 1st Issue: 0 on the assignment and reported to the Dean of Students • 2nd Issue: Failing the course and reported to the Dean of Students	*Consequences*: • 1st Issue: "Mandatory Revision" assigned (with a 0 grade placeholder) with a time frame for revision. • 2nd Issue: Reported to the Dean of Students with a 0 on the misattributed work. • 3rd Issue: Reported to the Dean of Students with a failing grade for the course.

FERPA	The Family Educational Rights and Privacy Act of 1974 prevents me from speaking to anyone but you and authorized parties about course progress, so if you need to authorize parent(s)/guardian(s), you need to do this through a Collin authorization form.

Spring 2019 Course Schedule Outline

Here is an overview of the basic structure of the class. At the beginning of each unit, I will provide a more specific schedule that offers details about reading and writing assignments. As we move into the semester, topics may change slightly to reflect your needs as writers.

Unit	Date	Activities
Unit 1.1 Course Introductions	*23/24 Jan.*	• Face-to-Face Orientation: Course Intro: Syllabus & Writing Expectations
	27 Jan.	• Practical Strategies for Online Courses; **Complete Quizzes #1-#5; Complete Discussion Post #1-#3**
	30 Jan.	• Writing Style #1: Professional Email due by 11:59 PM
Unit 1.2 Business Writing: On the Job	*30 Jan.*	• Audience Analysis; **Complete Quizzes #6-#7**
	3 Feb.	• Complete Discussion Posts #4-#5
		• Discussion Post Grade #1 recorded
	6 Feb.	• Employment Materials; **Complete Quiz #8**
Unit 2.2. Employment Materials	*10 Feb.*	• Complete Discussion Posts #6-#7
	13 Feb.	• Complete Discussion Post #8, email conferencing
	17 Feb.	• Writing Style #2: Resume & Cover Letter due by 11:59 PM
Unit 2.3 Memo & Flyer	*20 Feb.*	• Document Design for Audiences & Memo Writing; **Complete Quizzes #9-#11; Complete Discussion Post #9-#10**
		• Discussion Post Grade #2 recorded.
	24 Feb.	• Complete Discussion Post #11
		• Discussion Post Grade #2 recorded.
	27 Feb.	• Writing Style #3: Memo & Flyer due by 11:59 PM
Unit 2.4 Progress Reports & PowerPoint	*3 Mar.* *6 Mar.*	• Progress Reports & PowerPoints; **Complete Quizzes #12-#13;** • Email conferencing about the project
	10 Mar.	• Writing Style #4: Progress Report I due by 11:59 PM
11-15 March: Collin holiday—no class meetings		
Unit 3.1 Tech Writing: Writing in Action	*20 Mar.*	• Strategies for Effective Research Writing Processes; **Complete Quizzes #14-#15; Complete Discussion Post #14**
Unit 3.2 Researched Report	*24 Mar.* *27 Mar.*	• Research Process: Proposals & Annotated Bibliographies; **Complete Quizzes #16-#18** • Complete Discussion Post #15-#16 • Discussion Post Grade #3 recorded.
	31 Mar.	• Complete Quizzes #18-#20; Complete Discussion Post #16, email conferencing about research
	3 Apr.	• Complete Discussion Posts #17-#18
	7 Apr. *10 Apr.*	• Complete Quiz #19-#20 • Email conferencing about research
	14 Apr.	• Writing Style #6: Researched Proposal due by 11:59 PM
Unit 3.4 Career Outlooks, Reporting, & Multimedia Document Design	*17 Apr.*	• Writing Researched Reports; **Complete Quizzes #22-#23**
	21 Apr.	• Complete Discussion Post #19
	24 Apr.	• Complete Quiz #24; email conferencing
	28 Apr. *1 May*	• Complete Discussion Post #20; Complete Quiz #25 • Discussion Post Grade #3 recorded. • Email conferencing
	5 May *8 May*	• Writing Style #7 Career Outlook Report due by 11:59 PM • Email conferencing
Final Exam	*13 May*	• Writing Style #8: Professional Development Project due by 11:59 PM