



**English 2311: Technical and Business Writing**  
**CRN 21196; T/Th 1-2:20**  
**Fall 2018**

**Instructor:** Kelli Wood

**Office:** Room 1101 TM

**Office Hours:** MW 10-11 and 1-3, F 10-11, T/Th 10-11:30

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"You don't have to be great to get started,  
but you do have to get started to be great." --Les Brown

**Instructor's Course Requirements**

**I. Prerequisites:** Prerequisite: ENGL 1301 with a "C" or better. (3:0).

**II. Online Components and Lecture Recordings**

- A. Many of the components of this course are online and will require you to access them by computer or smartphone. Please remember that the computer labs not only house computers, but also are staffed by people who are knowledgeable and there to help you. Access the EPCC computer lab locations and hours here:  
<https://www.epcc.edu/IT/ACS/Pages/default.aspx>
- B. I may record lectures which capture the screens we view in class and classroom audio. For the most part, the audio recordings only capture my speaking. These will be posted to *YouTube* and available during the semester, and the link to the class playlist will be posted on our Blackboard classroom menu during the first week of class. They are there for your review and in case you must miss class. They are not a replacement for being in class. See the attendance policies below.

**III. Texts and Materials:**

**A. Required Text books:**

1. *Writing That Works: How to Write Effectively on The Job*, 11<sup>th</sup> Edition, by Walter E Oliu, Charles T Brusaw, Gerald J Alred. ISBN: 1457611139.
2. *The Writer's Reference with Writing about Literature*. 8th edition. Diana Hacker ISBN: 978-1-319-08707-4

**B. Materials:**

1. Materials are described in individual assignments.

**C. Supplements**

1. Access to my website: [kelli.ninja](http://kelli.ninja)
2. Access to Blackboard: <https://online.epcc.edu>
3. English 2311 Business and Technical Writing handout at on the 2311 page on my website: [http://kelli.ninja/2311/Engl\\_2311\\_Unit-Assignments.pdf](http://kelli.ninja/2311/Engl_2311_Unit-Assignments.pdf)
  - a. You can get a print copy of this as a pdf download from the link above, or you can get a print copy at the TM ISC (Room 1550).

#### **IV. Attendance: (5% of grade)**

Attendance is expected and essential in any classroom environment.

- A.** More than three absences will adversely affect your grade.
  - 1.** The only excused absences are those students who must miss class for military duty, emergency services (EMS, fire department, police department), or college sponsored activities.
    - a)** In order to be excused you must provide written notification of the reason and duration of your absence two weeks in advance, except in cases of emergency.
- B.** I will take attendance every day. I reserve the right to strike your name from the sign-in sheet for the day if you simply sign-in and then leave.
- C.** I use the Early Alert program the college has subscribed to in order to track and encourage attendance. When I log class attendance records on it, it will generate and send you an email if you have been absent. I try to log attendance each day after class, but sometimes get behind which may result in multiple emails. In the end, it is your job to make sure you sign in each class period and keep track of your attendance.
- D.** It is your responsibility to let me know if your name ever disappears from the sign-in sheet. I update it from the official list regularly, so your name not being there indicates a registration problem you need to deal with quickly. I can help direct you to staff to assist you with those issues.
- E.** If you anticipate being absent from a scheduled class it is *your responsibility* to make up missed work, though group work, quizzes and other collaborative exercises cannot be recreated. If you must miss class, arrive prepared at the next class meeting.
- F.** Drops for Non-Attendance
  - 1.** If you do not attend during the first week of class, I will drop you.
    - a)** I will only make exceptions to this in situations where I am contacted beforehand and any work that was due during the first week was turned in with me as pre-arranged.
  - 2.** If you miss two consecutive weeks of class without contacting me or having someone contact me on your behalf, I may drop you.
  - 3.** After five non-consecutive absences, I may drop you from the course.
- G.** Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- H.** If I do not drop you and you miss more than one-fourth of the class, your final grade will be dropped by one letter grade.

## **V. Participation: (5% of grade)**

Part of your grade is based on participation in class discussions, and work. We may also do group work in class that you cannot make up outside of class. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class.

- A.** Be prepared for class.
- B.** Read *all required readings* and have your assignments ready for submission at the beginning of class.
- C.** Do not bring children to or wear headphones during class.
- D.** I do not want to see your cell phone in class unless we are working on something that requires internet access. Turn your phone off or put it on silent and put it away. If you must constantly check your phone, find another section or consider taking an online class.
  - 1.** If for a pressing emergency, you must answer a call, leave the room to do so.
  - 2.** If I hear your cell phone or you are using it in class to text or post, I reserve the right to answer your calls, respond to your text messages, or place posts on any social media apps or sites you have open.
- E.** Refrain from sleeping or engaging in side conversations, doing homework, or studying for other classes during this class.
- F.** Be respectful of your peers and instructor at all times. Avoid making prejudicial remarks regarding anyone's race, ethnicity, social class, gender, sexual orientation, physical appearance, age, disability, or any other kinds of differences. Avoid activities that could be perceived as sexual harassment.
- G.** I will drop you for disorderly conduct or disruptive behavior as defined in the student code of conduct or if your behavior disrupts the learning environment. This includes but is not limited by items on the list above.
- H.** Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

## **VI. Cheating, Plagiarism, and Collusion**

Cheating, plagiarism, and collusion are both intellectual theft and academic dishonesty. They will not be tolerated in this class.

- A.** Any instance of cheating, plagiarism, or collusion will result in failure of the course. This does not negate your right of appeal as described in the Student Handbook.

## **VII. Assignments**

Other than prewriting and work done in class, all work should be typed and formatted according to standard formatting we will study in class. I will not grade handwritten work with the exception of prewritings and in-class essays.

### **A. General Considerations**

- 1.** Do NOT turn in work via email unless specifically instructed to do so or unless you have prior consent from me.

*(General Considerations, cont.)*

2. If you MUST turn in work to me outside of class and I am not in my office, do NOT put it under my office door. Anything turned in under my office door will be thrown away. Instead, turn it in to my mailbox at the TM ISC (TM Room 1550).
  - a) Have the staff member initial it and put the date on it.
  - b) If you do not have the staff member date and initial it, it will be considered turned in on the date I pick it up, not the date you turned it in.
  - c) Email or call my office and leave a message me to let me know you have done this.

#### **B. Individual Assignments**

1. We have 5 Unit assignments. Each is covered in the assignment handout linked on the 2311 page at [kelli.ninja](http://kelli.ninja)
  - a) In order to earn a passing grade of C you must attend class, participate in class activities, and complete assignments at a minimal level of proficiency. Higher grades will require a more noteworthy performance on your part. Each unit is worth 18% of your grade, for a total of 90%. The remaining 10% is based on attendance and participation. A complete list of individual assignment weighting can be found in the assignments document at [kelli.ninja/2311.html](http://kelli.ninja/2311.html).

**VIII. Writing Extra Credit:** You may earn up to 5 extra credit points on major written assignments if you go to the writing center.

- A. You must spend a minimum of 20 minutes working with the writing center staff, and have your draft stamped by the tutor. You must turn the writing center draft in along with your final essay.
- B. You must go to the writing center at least one day in advance of turning in the essay or revision.
- C. You may go to the writing center with both your original draft and your revision. Make sure to note a new visit to the writing center with a revision at the top of the draft for that visit.
- D. You must make use of the advice you've been given except with stylistic concerns with which you may choose based upon your goals and your understanding of the assignment.
- E. \*If you go to the writing center on with assignments in your first unit, you may earn up to 10 points.\*

**IX. Late Work:** Each assignment will have a specified due date and will be due at the beginning of class on that date. It is important that you attend and meet all deadlines.

*(Late Work, cont.)*

- A. I will not accept work that is more than five (5) school days late. In addition, you will lose five (5) points for each day the work is late.
- B. You will not receive the feedback you would have gotten had the assignment been submitted on time.
- C. The only time I will accept works beyond the late due date is if you meet the following conditions:
- D. Your work is late due to catastrophic circumstances beyond your control. (Unexpected surgery, a serious auto accident, etc. It must be credibly documented.)
- E. You must be in good standing in the class at the time of the catastrophe. (Consistent attendance, work, and participation.)
- F. You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up.
- G. I reserve the right to determine whether or not your circumstance qualifies for this exception and whether or not you meet the conditions listed above.
- H. NO LATE WORK WILL BE ACCEPTED DURING THE LAST WEEK OF CLASS OR DURING FINALS WEEK.

#### **X. Pursuit of Course Objectives**

If you do not turn in at least 50% of the work for a unit, it will be assumed that you have ceased to pursue the objectives of the course and you will be dropped from the course unless you notify me of extenuating circumstances.

#### **XI. Record-Keeping**

**Keep all of the work you do for this class until final grades have been posted.** In the event of fire, theft, or loss of my grade book, you may need to produce all work you've done. Additionally, we have projects that require you to use past course work.

#### **XII. Course Evaluation**

As we go through the course, we will review the specific criteria for each assignment; however below is a breakdown of points in the class. We will follow a traditional grade scale, dispersed as follows.

Point Distribution		Grade Scale	
Attendance	5%	A	90-100+
Participation	5%	B	80-89
Unit 1	18%	C	70-79
Unit 2	18%	D	60-69
Unit 3	18%	F	0-59
Unit 4	18%		
Unit 5	18%		

### **XIII. Schedule**

The schedule is attached at the end of this handout. It is very important that you make sure you have a copy of it throughout the semester as it tells you what we'll be doing in class, and what homework you need to have done. If you lose your copy, let me know as soon as possible so that I can get you another one. It is also available on my website at web: [www.kelli.ninja](http://www.kelli.ninja). The schedule is tentative and subject to change. I will change it only to best support our learning throughout the semester. If there are any major changes to the schedule, I'll give those to you in writing.

### **XIII. Contacting Me**

All of my contact information is listed on the first page of this syllabus and in our Blackboard classroom.

#### **A. Office Hours**

1. Please make use of my office hours to come see me. Those are times set aside for addressing questions you have.
2. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
3. If I must cancel my office hours for a meeting, appointment, or other business, I will do my best to let you know.

#### **B. Email**

1. The best way to reach me, other than during my office hours, is via email.
2. When you email me, or any of your teachers for that matter, you need to make sure that you identify who you are and which class you're in.
3. Always include a subject line and a message. Any attachment sent with no subject line and message will be deleted. Really.
  - a. Learn more about safe email practices here:  
<http://kb.vancouver.wsu.edu/index.php?pg=kb.page&id=222>
4. As this class is practice in your professional communication, I expect you to use proper English—no text speak. You do not need to be overly formal, but proofread your writing and state your message clearly.
5. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college.

#### **C. Phone**

1. Feel free to call me during my office hours, but understand I may be running an errand on campus. Please leave your name, the course you're in (MWF, MW, 1301, 1302, etc.) and a number I can call you back at. I will return your phone call as soon as possible.

**XIV. Final Notes:** This is a skills class where you practice and learn how to write for business environment. While I am here to help and instruct you, I am also dedicated to helping you learn to do this on your own as I cannot prepare you for every eventuality of writing in your field. As such, I often ask you to start this discovery on your own as a means of learning how to do this on the spot. I will then help you and guide you through the process.

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

SUBJECT AREA	<u>English</u>		
COURSE RUBRIC AND NUMBER	<u>ENGL 2311</u>		
COURSE TITLE	<u>Technical and Business Writing</u>		
COURSE CREDIT HOURS	<u>3</u>	<u>3</u>	<u>0</u>
	Credits	Lec	Lab

### I. Catalog Description

Presents intensive study of and practice in professional settings. Focuses 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. Presents fundamentals of writing technical communications: practice in writing letters, resumes, memoranda, reports, and improvement of stylistic and organizational skills; emphasis on report writing. **Prerequisite: ENGL 1301 with a "C" or better. (3:0).**

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to accomplish the following:

- A. Understand the scope and variety of writing possibilities in the technical working environment.
- B. Understand the basic principles of writing performed in industry, business, government, and science.
- C. Understand audience and purpose before beginning the composition of a technical document.
- D. Demonstrate effective collection of information and organization of that information to suit the writing purpose and audience.
- E. Demonstrate editing and revision processes through assigned exercises.
- F. Write clear and concise memoranda, letters, and resumes.
- G. Write abstracts and executive summaries.
- H. Write accurate and clear informal and formal reports that demonstrate the effective use of tables and illustrations.
- I. Learn conventional formats of other types of technical communications including proposals, job descriptions, evaluations, and business forms.
- J. Demonstrate the ability to conduct a short oral briefing [an optional objective].
- K. Improve skills in grammar, spelling, and mechanics.

### III. THECB Learning Outcomes (ACGM)

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.

### III. Evaluation

#### A. Conditions of Performance:

1. Writing assignments will be evaluated according to levels of editing: content, structure, style, format, mechanics,\* and readability.
2. Oral reports may be assigned throughout the semester. The number and length shall be determined by the instructor.

[\* includes grammar & spelling]

#### B. Criteria for Grading:

1. Each unit will have its own evaluation determined by the instructor.\*
2. The distribution and value of each graded assignment shall be determined by the instructor.
3. It is suggested that competency based evaluation be used in measuring the success of student assignments.

[\* Various methods of evaluation are practical in the course. For example, the instructor may use a point system, a cumulative letter grade system, or a percentage system.]

4. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

#### C. Grading Scale:

A	=	90 - 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	below 60
I	=	Incomplete
W	=	Withdrew or withdrawn

### IV. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.



## Course Schedule

The following is our schedule for the semester. Do not lose it! If you do lose this, ask me for another copy as soon as possible or get one from the kelli.ninja! Please note that it is subject to change to fit our learning needs. Any major changes will be given to you in writing. Minor changes will be announced in class.

### Assignments due are in bold

Date	What's due today—homework
1/16 T	<ul style="list-style-type: none"><li>• <a href="#">Syllabus</a></li><li>• Website: <a href="#">kelli.ninja</a></li><li>• <a href="#">Blackboard</a></li><li>• Source Summary Assignments and Presentations</li></ul>
1/18 TH	<ul style="list-style-type: none"><li>• <b>Read <a href="#">Unit 1</a></b></li><li>• <b><a href="#">Contact Info</a></b>: Fill out this online contact info and get a 100!</li></ul>
1/23 T	<ul style="list-style-type: none"><li>• <b><a href="#">Source Summary #1</a> due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on what makes sources credible. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li></ul>
1/25 TH	<ul style="list-style-type: none"><li>• <b><a href="#">Source Summary #2</a> due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on online/business etiquette. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li></ul>
1/30 T	<ul style="list-style-type: none"><li>• <b><a href="#">Source Summary #3</a> due to the appropriate discussion board by 12:50 p.m.</b> Find and post a website on <u>each</u> of the following (put them all in one post): 1) email format/layout, 2) business memo (memorandum) format/layout, and 3) business letter format/layout. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li></ul>
2/1 TH	<ul style="list-style-type: none"><li>• <b><a href="#">Unit 1</a> Due</b></li><li>• <b>Read <a href="#">Unit 5</a></b></li><li>• <b><a href="#">Source Summary #4</a> due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on writing a technical report. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li></ul>
2/6 T	<ul style="list-style-type: none"><li>• <b><a href="#">Source Summary #5</a> due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on writing a good research essay proposal memo. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class. (This is Unit 5 preparation. See your <a href="#">schedule</a> for the proposal memo due date; however, you are <u>highly</u> encouraged to turn it in early.)</li><li>• <b>Read <a href="#">Unit 2</a></b></li></ul>

Date	What's due today—homework
2/8 TH	<ul style="list-style-type: none"> <li>• <b>Source Summary #6 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on writing instructions. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> <li>• <b>Unit 2 Proposal Due</b></li> </ul>
2/13 T	<ul style="list-style-type: none"> <li>• <b>Source Summary #7 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on developing questions for feedback/survey forms. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> <li>• Let me know if your instructions require glue, paint, or anything messy so I can bring adequate tablecloths.</li> </ul>
2/15 TH	<ul style="list-style-type: none"> <li>• <b>Beta Testing:</b> Bring enough materials and copies of your instructions and feedback form/survey for at least 3 classmates to try this out.</li> </ul>
2/20 T	<ul style="list-style-type: none"> <li>• <b>Unit 5 Topic Proposal Due</b> (See Unit 5 and Source Summary #5)</li> <li>• <b>Focus Group:</b> Bring enough materials and copies of your revised instructions and feedback form/survey for at least 3 people to try this out.</li> </ul>
2/22 TH	<ul style="list-style-type: none"> <li>• <b>Source Summary #8 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on APA style writing and/or citation. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> <li>• Doing Research Discussion</li> </ul>
2/27 T	<ul style="list-style-type: none"> <li>• <b>Final Unit 2 Portfolio Due</b></li> <li>• <b>Source Summary #9 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on APA paper format and APA annotated bibliographies. The websites can discuss both, or you can post one website on each topic. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> </ul>
3/1 TH	<ul style="list-style-type: none"> <li>• APA Citation</li> <li>• Research</li> </ul>
3/6 T	<ul style="list-style-type: none"> <li>• <b>Read Unit 3</b></li> <li>• Groups</li> <li>• Thinking about design</li> </ul>
3/8 TH	<ul style="list-style-type: none"> <li>• <b>Source Summary #10 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on developing a brochure. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> <li>• <b>Unit 3 Proposal Memo Due</b></li> </ul>
3/20 T	<ul style="list-style-type: none"> <li>• <b>Source Summary #11 due to the appropriate discussion board by 12:50 p.m.</b> Find and post at least two websites on developing a good business web page. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> </ul>

Date	What's due today—homework
3/22 TH	<ul style="list-style-type: none"> <li>• Group Work/Review</li> <li>• <a href="#">Unit 5</a>: Annotated Bibliography Due</li> </ul>
3/27 T	<ul style="list-style-type: none"> <li>• Group Work/Review</li> </ul>
3/29 TH	<ul style="list-style-type: none"> <li>• Group Work/Review</li> </ul>
4/3 T	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a> Portfolio and Presentation due</li> <li>• Read <a href="#">Unit 4</a>—discussion</li> </ul>
4/5 TH	<ul style="list-style-type: none"> <li>• <a href="#">Source Summary</a> #12 due to the appropriate discussion board by 12:50 p.m. Find and post at least two websites on writing a good resume. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> <li>• Bring in copies or links to a few professional job descriptions</li> </ul>
4/10 T	<ul style="list-style-type: none"> <li>• <a href="#">Source Summary</a> # 13 due to the appropriate discussion board by 12:50 p.m. Find and post at least two websites on writing a good job cover letter. With each of them, provide a 3-5 sentence summary of the information and a rationale for why it's credible. Be ready to present your information during class.</li> </ul>
4/12 TH	<ul style="list-style-type: none"> <li>• Bring in draft of cover letter and resume</li> </ul>
4/17 T	<ul style="list-style-type: none"> <li>• Bring in draft of cover letter and resume</li> </ul>
4/19 TH	<ul style="list-style-type: none"> <li>• Bring in draft of cover letter and resume</li> </ul>
4/24 T	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a> Final Due</li> <li>• Work on <a href="#">Unit 5</a></li> </ul>
4/26 TH	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a> Initial Draft Due</li> <li>• Work on <a href="#">Unit 5</a></li> </ul>
5/1 T	<ul style="list-style-type: none"> <li>• Work on <a href="#">Unit 5</a></li> </ul>
5/3 TH	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a> Final Due <ul style="list-style-type: none"> <li>○ Final Report</li> </ul> </li> <li>• Any revisions of previous assignments</li> </ul>
<b>No Late Papers after this Point</b>	
5/10 TH	<ul style="list-style-type: none"> <li>• FINAL--1-3 P.M.: Formal Presentations. Present your findings from your Technical Report.</li> </ul>