Jackson College

Technical and Business Writing
ENG 232, Sections 02
Fall 2017

Number of Course Credits:	3 Credits
Days Class Meets:	9/5/2017 to 9/21/2017
Meetings:	ENG 232.02: 1:00 to 2:23 pm
	Room 117 AH
Instructor:	*Dr. Gedy Love*
Office:	Our Classroom
Contact Email:	lovegedye@jccmi.edu
Office Hours:	By Appointment

Course Description:

Technical Communications is a course designed to provide practice in a variety of written and oral communications to meet the requirements of the workplace. Projects may include descriptions, instructions, resumes, proposals, reports or online documents. It involves frequent writing, both in and out of class, as well as oral presentations, collaborative activities and individual conferences.

Prerequisite(s):
ENG 085 and ENG 131

Course Goals:

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs.

The branch of English that examines the writing processes required in the workplace is Technical and Business Writing. You will be spending an intense sixteen week semester studying your role of one who must communicate on the job. Our communications serve a major role in the everyday work of our place of employment, in characterizing its external image and its internal culture. This is your class and you are critical to its success. Please prepare for class since the format will be basically discussion-lecture-activity.

ENG 232

Portfolio Rubric for English 232

This is an intensive writing course that focuses on workplace writing and academic research processes and strategies. MLA or APA formatting is required for all formal papers. A research Proposal paper is required using MLA or APA format. The Proposal paper must be at least five pages in length with a minimum of five different sources   Grades 4.0, 3.0, and 2.0 satisfy educational and Associate Degree Outcomes (GEO 1) for ENG. 232

ENGLISH 232 Portfolio has the following:
- **Five page Proposal or Report (included but not counted in 5 page total: Abstract page, Source page and Annotated Bibliography)**
- **Three letters (no less than one full page each) : Positive, Negative, Neutral**
- **Resume (no less than two full pages---resume and cover letter)**
- **Oral presentation reflection (no less than one full page)**
- **Two other pages: Directions, newsletter, brochure, etc… Instructor's choice of two**

	4.0 = Masterful	3.0 = Skilled	2.0 = Competent	1.0 = Unsatisfactory	0.0 = Poor	Points Awarded Overall Quality on 0.0-4.0 grading scale
Audience / Purpose (GEO 1) (e.g. memos, emails, proposal essays, letters, complex reports, directions, brochures, newsletters, memos, e-mails, fliers, charts, maps, tables, and resumes)	Masterful level (4): Writer speaks directly to audience in a way that is personalized, expressive, and engaging. The writer is writing for an audience. The text and / or graphics are appropriate	Skilled level (3) Writing demonstrates confidence but sometimes voice is distracting. Writing is personable, yet not engaging in all areas The text and/or graphics are appropriate	Competent level (2) The writing seems sincere, but writer does not seem genuinely engaged or involved. The result is pleasant. Sometimes the voice is distracting. The text and/or graphics are adequate	Unsatisfactory level (1) The writer seems indifferent or distanced from the topic and/or audience. Writes without authority. Voice is distracting. The text and / or graphics are not efficient	Poor level (0) Writing does not demonstrate attention to audience or purpose	
Sentence Structure (GEO 1) (e.g. memos, emails, Proposal essays, Reports, letters, complex reports, directions, brochures, newsletters, memos, e-mails, fliers, charts, maps, tables, and resumes)	Masterful level (4): The text flows easily with a variety of sentence structures and phrases. Writer easily employs simple and complex sentences. The writing reflects logic and demonstrates how ideas relate. Employs correct grammar and mechanics Fragments and dialogue, if used, are natural and convincing.	Skilled level (3): The text hosts a variety of sentence structures and phrases. Writer employs simple and complex sentences. The writing reflects logic and demonstrates how ideas relate. Employs correct grammar and mechanics in most places Fragments and dialogue, if used, are natural and convincing	Competent level (2): The text flows efficiently but lacks variety in sentence structure. Sometimes compact sentences or phrases make the point clear but some sentences are wordy. The text helps show how some ideas relate. There are some errors with grammar and mechanics	Unsatisfactory level (1) The text is difficult to follow. The writer uses sentences that tend to be choppy, incomplete, or awkward. Sentences are wordy and detract from the purpose. Fragments, if used, are ineffective. Dialogue, if used is not convincing	Poor level (0) The text has many mechanical errors. Sentences are incomplete and do not reflect business writing standards.	

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	Masterful level (4)	Skilled level (3)	Competent level (2)	Unsatisfactory level (1)	Poor level (0)	
			Fragments, if used, distract from the flow of the text. Dialogue, if used, is contrived yet convincing.			
Grammar (GEO 1) All Portfolio writing	Masterful level (4): Words are consistently used in an accurate and concise manner. Diction is clear, precise, and professional. The meaning of technical terms or professional jargon is defined or can be determined by the context. The vocabulary suits the purpose, subject, and audience.	Skilled level (3): Words are used in an accurate and concise manner. Diction is clear, precise, and professional. The meaning of technical terms or professional jargon is sometimes defined or can be determined by the context. The vocabulary suits the purpose, subject, and audience.	Competent level (2): Words are used in a practical way. The diction gets the message across, but sometimes the language is stilted. Sometimes words are clear, precise, and professional. The meaning of technical terms or professional jargon is sometimes defined or can be determined by the context.	Unsatisfactory level (1) The writer struggles with a limited vocabulary and searches for words to convey meaning. Words are not clear, precise, and professional. The meaning of technical terms or professional jargon is not defined or cannot be determined by the context. The vocabulary does not suit the purpose, subject, and audience	Poor level (0) Use of diction is limited. The vocabulary does not reflect business writing.	
Meaning and Understanding (GEO 1) 5 page Proposal or Report writing	Masterful level (4): Introduction: Presents a clear and concise lead. Appropriate background information (including references) presented in organized fashion. Problem is well developed. Outline of the remaining report easily understandable Methods: Presents a clear, concise description of the data methods used in the report. Important aspects of data set are adequately explained. Clear description of design without too much elaboration. Summary tables (if presented) are understandable and	Skilled level (3): Introduction: Presents a clear and concise lead. Appropriate background information (including references) presented in organized fashion. Problem is developed. Outline of the remaining report easily understandable Methods: Presents a clear description of the data methods used in the report. Important aspects of data set are explained. Good description of design. Summary tables (if presented) are understandable and self-contained	Competent level (2): Introduction: Lead is present but needs development. Some background information is given but there are problems with the organization or detail. Too much information is given. The importance of the Proposal or Report is not yet clear. The outline is unclear or missing. Methods: Some parts of the methods need more detail. Methods are	Unsatisfactory level (1) Introduction: Background information is either missing or underdeveloped. Problem or proposal is not clearly defined. Methods: Methods are not clearly outlined or explained. Little attention is placed on the data set or setting.	Poor level (0) Writing does not reflect understanding of Proposal or Report writing.	

	self-contained. Analysis: Results are presented in an easy to understand way with only the necessary pieces of information presented. Results are interpreted and linked back to the problem at hand. Conclusion: The results are adequately summarized. Recommendations are understandable and well thought out	Analysis: Results are presented in an easy to understand way. Results are interpreted and linked back to the problem at hand. Conclusion: The results are adequately summarized. Recommendations are understandable and well thought out	not yet concise. Data set needs more detail. Tables (if presented) are adequate. Analysis: Description of analysis is present, but needs development or editing. Results need more interpretation. Conclusion: Section is present but needs more focus. More attention to next steps is necessary.	Analysis: Presentation of the results is incomplete. Organization is unclear. Summary tables (if used) are unclear. Conclusion: Little or no interpretation of results or next steps is evident. Section is too brief or too wordy.		
Organization: (GEO1) All writing in the Portfolio. **ABC format for letters, emails, and memos** **Proposal format and Report format for the research pieces**	Masterful level (4) The organization is clear and appropriate to genre. The sequence, structure, and presentation are compelling and move the reader through the text. Information is arranged in a format that is logical and effective and meets the reader's needs. The writing is comprehensive with a constructive introduction, a body that provides relevant information, and a suitable conclusion that leaves the reader with a sense of completion. Transitions are appropriate and	Skilled level (3) The organization is appropriate to genre. The sequence, structure, and presentation move the reader through the text. Information is arranged in a format that is logical and effective and meets the reader's needs. The writing is comprehensive with a constructive introduction, a body that provides relevant information, and a suitable conclusion. Transitions are appropriate and	Competent level (2) The organization structure evident--although stilted. Information is arranged effectively. More attention to the overall purpose of the document is needed in order for the reader to leave completely informed.	Unsatisfactory level (1) The writing needs more attention or organization. Ideas are used in a random manner. The text does not contain genre specific format: introduction, body, and conclusion. Transitions are	Poor level (0) The writing does not reflect an understanding of organizational skills. Writing does not meet the qualifications for business writing.	

	connect the ideas. ABC formatting is used masterfully for all business writing The writing demonstrates masterful use of lists, white-space, and graphics. Each enhances the main point of the writing.	connect the ideas. ABC formatting is skillfully used for all business writing The writing demonstrates skillful use of lists, white-space, and graphics. Each enhances the main point of the writing.	Transitions are effective, yet stilted. ABC formatting is used in a competent way The use of lists, white space, and or graphics is used in a functional way	not used. ABC format is not clearly evident The use of lists, white space, and/or graphics is either missing or used incorrectly.		
Evaluating Evidence & Assumptions (GEO 1) Memorandums Proposals Reports	Masterful level (4): Distinguishes between appropriate and inappropriate evidence and evaluates evidence; seeks to minimize bias	Skilled level (3): Distinguishes between appropriate and inappropriate evidence and evaluates evidence; seeks to minimize bias	Competent level (2): At times, research reveals the writer's ability to distinguish between appropriate and inappropriate evidence and evaluates evidence; Attempts to limit bias is evident	Unsatisfactory level (1) Writing does not reflect a writer's ability to distinguish between appropriate and inappropriate evidence nor the ability to evaluate evidence. Bias might be evident	Poor level (0) Writing does not reflect a writer's understanding of appropriate and inappropriate evidence and / or bias	
Reflective Essay Demonstrates awareness of writing process, audience centered communication, and peer review	Masterful level (4): Demonstrates masterful knowledge of revision strategies that develop ideas and polish essays. Supplies clear references to and/or illustrative quotations from portfolio writing.	Skilled level (3): Demonstrates skillful knowledge of revision strategies that develop ideas and polish essays. Supplies some references to portfolio writing.	Competent level (2): Competently acknowledges revision as part of process. Makes references to portfolio writing	Unsatisfactory level (1) Unacceptable engagement in or reflection on process. Does not reference portfolio work.	Poor level (0) Fails to acknowledge revision as part of process and/or peer and instructor feedback in the writing process.	

Textbook:

Technical Communications: A Practical Approach 8th Edition, William Sanborn Pfeiffer, 2013

Text Book Zero! This text is available in a digital format. This text is available to rent or purchase in digital format through the JC Bookstore.

Extras:

Access to a computer and a printer, a folder or binder with pockets and paper fasteners, or ring binder (for your Assignments).

Grading Procedure:

Grading Criteria (Adapted from the State of Michigan):

4   The writing is engaging, original, clear, focused; ideas and content are
        richly developed. Essays contain abundant examples, comparisons,
        and facts, which are used to expand and support ideas. Control of
        organization and translations move the reader easily through the text. The
        voice and tone are authentic and compelling. The work contains few if
        any errors in spelling, punctuation, or grammar. This is an outstanding
        reading experience at all levels.

3   The writing is generally clear, focused, and well-developed; examples and
        details support ideas and content where appropriate. The presentation
        is generally coherent, and its organizational structure is functional. The
        voice, tone, diction, and sentence structure support meaning. The writing
        may contain occasional errors.

2   The writing has some focus and support; ideas and content may be
        developed with limited details and examples. The presentation shows some
        evidence of structure, but it may be artificial or only partially successful.
        The tone may be inappropriate or the voice uneven. Sentence structure
        and diction are generally correct but basic. The writing may contain
        mechanical errors enough to distract the reader. This is an average reading
        experience.

1   The writing has little focus and development. Support for ideas is minimal
        and at times the ideas themselves may be difficult to identify. There is little
        discernible shape or direction. The writing demonstrates no control over
        voice and tone, suggesting the writer's inability to address an idea. Errors
        in spelling, grammar, usage, capitalization, punctuation, and/or indention
        are numerous and interfere with the reader's understanding. This is a poor
        reading experience.

0   The writing fails to meet the assignment guidelines, or is plagiarized, or is
        not completed.

Other: JC Assessment Test(s) may be required by the Board.

HQV Grading: Periodically, a status check will be required by the Student Support Services.
- "H" means the student needs help, assignments are incomplete or inaccurate.
- "Q" means that the student has "Quit" or the student has not attended class and few to no assignments are complete.
- "V" means that the student is doing VERY WELL, assignments are complete and attendance is consistent.

Specific Assignments:
Weekly Assignments (25%) and ***Class Activities/Attendance (25%)***   50%
Project (20%) and ***Presentation of Project*** (5%), ***Tests*** (25%)   50%

Grading Scale:

4.0	=	90-100	A, A-
3.5	=	86-89	B+
3.0	=	80-85	B, B–
2.5	=	75-79	C+
2.0	=	70-74	C, C-
1.5	=	66-69	D+
1.0	=	60-65	D
0.5	=	55-59	D-
0.0	=	0-54	F

Failure:

Unfortunately, it is important to understand that failure in ENG 232 can occur if the student:

- fails to be in attendance
- fails to participate,
- fails to submit assignments,
- fails to submit the class project.

You are responsible for your attendance, your participation, your assignments, and your class project.

Incompletes are not possible (unless there are very serious, extenuating circumstances and more than 80% of your work is complete).

Academic Honesty Policy:

Honesty is expected of all students. Academic honesty is the ethical behavior that includes producing your own work (in your own words) and not representing others' ideas or work (or words) as your own, either by plagiarism, by cheating, or by helping others to do so. There is a **zero-tolerance policy for plagiarism**. If you plagiarize material, the penalty can be a failing grade in the course. For your review, the JCC Academic Honesty Policy is posted online.

Makeup Policy:
All assignments can be redone if the student is not satisfied with his or her grade until **Week 14, December 7, 2017, (or other date if deemed necessary by Dr. Love).**   After that time, incomplete or revised assignments will not be accepted. If you have any questions about your grades, always ask Dr. Love to review your progress.

Help:
First, see Dr. Love for assistance. Often, questions and challenges can be solved in class. Your questions may be of great benefit to other students.   Jackson College has a variety of learning services and opportunities for students, including the *Center for Student Success* and the *Learning Resource Center*.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact Dr. Love first, then the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Attendance Policy:
If you need to be absent:

> Send an e-mail to Dr. Love as soon as possible to provide a reason for your absence.
>
> If you are having *any problems* with completing assignments, discuss these with Dr. Love.
> If you miss this class three consecutive sessions, Dr. Love will assume you have withdrawn and she will begin the processes for instructor initiated drop.

Communications: Check your **JC e-mail** and **Jetnet** weekly (preferably daily) for any updates.

College Closing:
Jackson College will be closed for **Mid-Semester Break, February 27 to March 5, 2017**. Unscheduled closings will be broadcast on local media.

Student Responsibilities:
Your most important responsibilities are to come to class on time, participate in class, complete your work, and share your talents with our class.

Any class cancelled must be made up. Every effort will be made to make this time convenient.

Cell phones are to be used outside of the classroom and only if the student deems it absolutely necessary to leave class. **No texting** in class.

All **computers** (including your own) are to be used strictly for class work. Surfing in other parts of the Internet is not appropriate and not permitted in class.

SCHEDULE OF ASSIGNMENTS

Please note that adjustments may occur. Check *Jetnet* every week to be sure of assignments and preparations required for the next class. *Jetnet* can be found on the JC home page at the top. Click *Jetnet Online Classes*, sign in, find our class, and check for updates. New postings will be made 24 hours or less after each class.

Be sure that all assignments are carefully revised and typed; you will be graded on accuracy as well as content. Assignments from the "Handbook" pages 613-660 and other sources will be assigned as needed.

Week 1: September 5 and 7, 2017

- Introduction
- Chapters 1 and 2: "Technical Communication in the Workplace" and "Process in Technical Communication," Pages 1-56.

Week 2: September 12 and 14, 2017

- Chapter 10: "Formatting Reports and Proposals." Pages 300-349.
- Chapter 17: "Style in Technical Writing." Pages 633-653.

Week 3: September 19 and 21, 2017

- **September 19, 2017: no class today**

- Chapter 17 (continued)
- Chapters 4 and 5: "Organizing Information" and "Document Design." Pages 88-150.
- ***Project Proposal due. Students are to present their proposals to the class.***

Week 4: September 26 and 28, 2017

- Chapters 6 and 7:   "Correspondence:" and "Definitions and Descriptions." Pages 151-214.

Week 5: October 3 and 5, 2017

- Chapters 6 and 7 (continued)
- Chapters 8: "Process Explanations and Instructions," pages 215-248.
- Chapter 9: "Technical Research." Pages 249-297
- Review of Library Services

Week 6: October 10 and 12, 2017

- **MIDTERM: Part 1 and Part 2**

Week 7: October 17 and 19, 2017

- . *Progress report of your Class Project due.*
- Chapters 11 and 12: "Reports for Information and Analysis" and "Proposals and White Papers." Pages 350-478.

Week 8: October 24 and 26, 2017

- Chapters 3: "Collaboration and Writing," Pages 59-87.
- "Handbook" Activities, Pages 658-688. Work on Projects.

Week 9: October 31 and November 2, 2017

- *Progress Report of your Class Project*: students are to update the class.
- Chapters 13 and 14: "Graphics" and "Web Pages and Writing for the Web," pages 479-567.

November 5, 2017, FALL BACK: Daylight Savings Time ENDS at 2:00 am.

/Week 10: November 7 and 9, 2017

- Chapters 15 and 16: "Presentations" and "The Job Search," pages 568-632.
- *Final Rough Draft of your Class Project is due March 29, 2017.*

Week 11: November 14 and 16, 2017

- Continuation of Chapters 15 and 16: "Presentations" and "The Job Search," pages 568-632.
- Students are to present their resumes, cover letters, and other job related correspondence.
- Students will participate in job interviews.

Week 12: November 21, 2017

- *FINAL PROJECT DUE.*   Plan *Presentation* date.
- **November 23, 2017: HAPPY THANKSGIVING! No class today.**

Week 13: November 29 and 30, 2017

- Continuation of Chapters 15 and 16: "Presentations" and "The Job Search," pages 568-632.
- Students are to present their Resumes, Cover Letters, Thank You notes, and Letters of Resignation.

Week 14: December 5 and 7, 2017

- Students will participate in job interviews.
- "Handbook" Activities, Pages 658-688; finalize any unfinished work.
- *December 7, 2017: Last day for unfinished and/or overdue work.*

Week 15: December 5 and 7, 2017
- **FINAL EXAM, Part 1 and Part 2**

Week 16: December 19 and 21, 2017

- *Presentation of Projects*
- *December 21, 2017: last day of class.*

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Explanation of Assignments
(Note that these are subject to modification.)

Assignment Portfolio: This includes a compilation of all assignments. These will include in class and out of class assignments. You are to have a table of contents and all papers are to be organized chronologically. You are to keep this updated. Individual assignments will be collected when due each week. These will be graded, then you are to insert them into your Portfolio. Your Assignment Portfolio is to be available upon request with all updated and graded Assignments.

Project: You are to apply and synthesize your knowledge by preparing a written plan, presentation, report, proposal, recommendation, problem solution, or other written product. **Plans** for your **Class Project** must be approved by Dr. Love and are due on or before **Week 3**.

You will supply the class with a *Progress Report* on **Week 7** and **Week 9**.

Topics of your project include:
- a business plan of your dream business
- a marketing plan for your invention
- an in-depth study of a topic relevant to our course and approved by Dr. Love
- an in-depth recommendation for improvement of the City of Jackson, Jackson Community College, the business in which you currently work, or a related topic approved by Dr. Love
- a project that your employer would like you to do (such as a study, handbook, or other project)

All Projects are due on or before **Week 12, November 21, 2017**. Projects are to be presented to the class and must be scheduled with

Dr. Love on or before Week 12, November 21, 2017.

Presentations will be **Week 16**. Presentations may
be in the format of a PowerPoint format, a talking points format, or
any other relevant format. The student is not to read directly from
his/her Final Project Report.

CLASS PARTICIPATION: Students are graded on class participation. There are many activities
that occur in class and attendance will be taken at each class.
Be sure to *sign in* on the **Attendance Sheet** during each class you
attend to receive full credit. ***YOU ARE RESPONSIBLE for signing***
the Attendance Sheet each day you are in class.

JETNET: Every time we have class**, Jetnet** will be updated with a brief
summary of our class activities. Be sure and **check Jetnet** the next
day after each class, to review the class activities and the
Assignments for the following class. *Grades* will be updated
periodically during the semester. You will receive an e-mail to
alert you to any updates. You are always welcome to ask about your
Grades.

SHOPPING LISTS: Periodically, you will receive a list of your assignments, finished and
unfinished. You will have a grace period to complete these without
penalty. You may also revise any work without penalty during this
grace period. Dr. Love will assign the final date for submission of
all papers for the semester. ***The Class Project paper will not be***
included for the grace period and is due on or before
November 21st, 2017. If you need an informal Shopping List, see Dr.
Love after class. If Dr. Love sees a need to change this policy, she
will.

CONFIDENTIALITY POLICY:

In Dr. Love's classes, students may share personal stories
and personal opinions. These incidences are to be
considered confidential and are not to be discussed outside
of class. **As a student of this class, you agree to this policy**.

Because of this Confidentiality Policy, recording devices
are not permitted for use in class. Each student will be
provided with a written copy of the class notes for the day.