Syllabus for ENGLISH 232.01 - Technical & Business Writing
Winter Semester 2018
Instructor: Peter Faziani

Instructor Email: Fazianipetera@jccmi.edu

Office Hours: by appointment or before class on Mondays, 4:00 p.m. to 6:00 p.m.

Class Times: MW 9:30-10:53 am
Location: WA 222

Required textbook: *Technical Communications: A Practical Approach, 8th Edition*, by William Sanborn Pfeiffer and Kaye E. Adkins (ISBN-13: 978-0-13-278578-5)

Materials Needed for Course: a flash drives (or cloud drive access), a word processor (Microsoft Word or Apple Pages preferred), multiple pocket folders, butterfly clips, pens, pencils and highlighters, notebooks, and reliable computers and printers (broken computers do not excuse non-attendance or late assignments). You also need back-up transportation and baby-sitters and clarity with employers that you have a college class which requires mandatory attendance.

How to Login to JC Accounts: first seven letters of last name, first seven letters of first name, middle initial. Use no spaces, for example Jennifer Ann Smith would login as: smithjennifea

Password for JC Accounts: Your password is your first and last name initials, the two digit day of your birth, the last two digits of your birth year, and the last four digits of your student ID.

ENGLISH 232 Description: ENG 131 is the prerequisite course for ENG 232. ENG 232 is a 3-credit technical and business writing and communications course where letters, resumes and curricula vitae, cover letters, memos, instruction guides, proposals, formal reports, and executive summaries will be practiced and produced for grading. The course provides this variety of written and oral communication projects to meet the requirements of today's workplace and includes both descriptive and instructional communications. Course projects are performed both in and out of class and are group-centered.

Course Goals:

Students who complete English 232 should be able to do the following:

- Write and produce a variety of technical writing documents
- Become aware that writing is an activity important to the organization/work world
- Demonstrate effective use of the writing process
- Learn to recognize various document formats, appropriate to audience and purpose•
  Participate in responding to and evaluating writing produce by themselves and others•
  Produce a technical writing document using research methodology
- Produce documents using computing technology

- Demonstrate understanding of the role of diverse audiences and document design in a multicultural organization

Performance Objectives:

To complete the course successfully, students will perform all of the following:

- Regular attendance and participation
- Complete all required readings.
- Create a body of work demonstrating a variety of written documents, appropriate to audience and purpose.
- Submit polished and finished documents and papers
- Complete all writing assignments in appropriate formats, using computing technology
- Demonstrate knowledge of and ability to produce memos, reports, proposals, letters, emails, instructional writing, and resumes

Course Objectives and General Education Outcomes (GEO):

General Education Outcome: The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JCC 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 GEOs and course objectives addressed in this class include the following:

General Education Outcome 1 (GEO1)

In collaboration with JC's General Education Committee, the composition faculty adopted writing "clearly, concisely, and intelligibly" as defined in GEO 1. With this core competency, students will "demonstrate core competency in academic, professional, and personal writing through the knowledge and use of write to learn practices, rhetorical strategies, research methodologies and genre conventions." These competencies are further articulated in the following chart:

GEO 1: Writing Clearly, Concisely, and Intelligibly	
Outcomes	**The Student**
Process	- Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. - Evaluates sources when used.
Rhetorical Situation: Purpose, Audience	Demonstrates appropriate purpose and audience for context.

Organization and Development	- Demonstrates functional organizational structure appropriate to genre. - Provides examples and details that support ideas and content; appropriate to genre.
Meaning/ Understanding	- Researches and writes for further understanding and additional knowledge. - Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.
Use of Sources and Documentation	- Demonstrates ability to find and evaluate credible sources. - Demonstrates correct documentation of sources when appropriate.
Conventional Grammar and Sentence Structures	- Correctly uses grammar and mechanics. - Demonstrates clear meaning.

Additionally, class discussions, activities and practice will focus on:

- Refining the writing and peer responding processes
- Writing with attention to purpose and audience
- Composing meaningful business documents
- Organizing, developing, and supporting ideas
- Connecting prior knowledge and prior information
- Integrating sources with proper documentation
- Employing proper grammar, mechanics and format, with attention to word choice, tone and style
- Curiosity: Writes about and investigates various business genres; proposes creative topics for writing assignments; poses challenging questions
- Understanding and Using Emotion: Understands and appreciates impact of emotion in tone of documents; employs bridges in letters; chooses tactful and diplomatic language; gives attention to word choice; chooses appropriate visual images and graphics
- Understands Conclusions, Implications and Consequences: Understands multiple factors affecting assumptions and conclusions; demonstrates ability to convey meaning to multiple audiences
- Problem Solving: Articulates and defends conclusions; uses expanded vocabulary; recognizes and explains multiple perspectives; demonstrates creativity; proposes new concepts

ENG 232 Assignments Address:

- Process: Demonstrates writing as a recursive process including pre-writing, drafting, and revising, editing, and evaluating sources when used.

- Purpose & Audience: Addresses purpose effectively, engages audience, establishes credibility.
- Organization & Development: Shows control of organization; develops and supports a central idea using abundant examples, comparisons and facts.
- Meaning/Understanding: Demonstrates in writing a relationship between prior knowledge and new information.
- Use of Sources & Documentation: Integrates sources fluently and shows command of documentation conventions.
- Language: Employs correct grammar and mechanics with attention to word choice; sentences show variety and complexity.
- Curiosity: Writes about and investigates various interests; proposes creative topics for writing assignments
- Understanding & Using Emotion: Understands and appreciates impact of emotion in tone of documents; employs bridges in letters; chooses tactful and diplomatic language; gives attention to word choice; chooses appropriate visual images and graphics
- Understands Conclusions, Implications & Consequences: Understands multiple factors affecting assumptions and conclusions; demonstrates ability to convey meaning to multiple audiences
- Problem Solving: Articulates and defends conclusions; uses expanded vocabulary; recognizes and explains multiple perspectives; demonstrates creativity; proposes new concepts

Course Instructional Method: Physical classroom sessions will focus on defining reading and writing assignments, consist of interactive discussions of learned information utilizing question/answer interaction, and will be structured in working group partnerships that mimic today's labor force group project formats. Group partners will ensure the success of each individual in the group and act as accountability partners to all peers in order that effective methods for writing and oral communications are practiced and achieved in all stages of the writing and technical projects. All four major projects will be peer reviewed in groups using our class method.

ENG 232 consists of overlapping assignments; the completion of most leading to the development and completion of others. **In-class sessions will occasionally be working sessions, so come with flash drives.** The course also mandates the creative development of graphics in all assignments (tables, charts, photos, graphs, banners, colors, text boxes, etc.) and an actual tour of at least one business of career interest. The final project, the multi-genre project, which also requires a formal executive summary, is the final and longest project (usually 8 to 10 pages) and requires sources and a Works Cited page (more instructions and details forthcoming).

The final in-class project will require each student to research a career-related topic and to provide a descriptive and instructional PowerPoint presentation on their selected topic. The presentation will include a brief history of the career topic, pros and cons, the multicultural aspects and opportunities, current pay scales, educational requirements, possible career paths, and a question/answer session with the audience. Students will be expected to dress professionally for the presentation and to act as business professionals providing a seminar-style presentation to an audience of potential job candidates.

Learner Responsibilities: To achieve A or B grades in this class, attendance is mandatory, the completion of every assignment including reading and video assignments, verbal and group participation, and meeting all deadlines both in class and online are required. All assigned papers must be peer reviewed by a minimum of two group members, and final copies must be turned in on time. Equally, <u>all students will keep a running list of questions about assignments, MLA, grammar, or other concerns or areas of confusion. These questions will be worked into their weekly memos. More details on this further in the syllabus.</u> Course expectations include:

Common Skills:

- Research and employment-related writing processes and integration
- Demonstrated use of pre-writing strategies
- Formatting documents
- Media and graphic design
- Academic research strategies
- Developing pre-writing plans
- Finding sources
- Evaluating sources
- Synthesizing ideas
- Quoting, paraphrasing, summarizing
- Proficient integration of source material
- Acknowledging sources, avoiding plagiarism
- MLA proficiency in citation and documentation

Genre Review:

- Seven business-related writing genres
- Reflection/metacognition essay
- Mastery of descriptive and instructional situations
- Mastery of conventions of grammar & structures

Common Assignments:

- Pre-writing and drafts required and peer reviewed using Doc Cam/Overhead Projector
- Resume and Cover Letter
- Regular business emails and memorandums (memos)
- A business White Paper
- A Project Proposal
- Technical Process Explanation (team project)
- A business report with executive summary

All common assignments must be completed to pass this course.

Facilitator/Instructor Responsibilities: I will act as the class facilitator to provide instructional information, to assign projects, to participate in JetNet and conversations, to initiate JetNet forum dialogue, to act as a tutor on an individual basis before class, to arrange one-on-one conferences with students, to lead class discussions, and to grade finished work.

As such, although I will provide students with material, content, and instructions, it is your responsibility to come to class prepared and informed. That means that your success in class relies on more than just the graded assignments. You must participate in small and large group conversations and activities and demonstrate an awareness of reading content to fully benefit from our class. I will provide you with the information you need to accomplish all course requirements, I will assist groups or individuals as needed and serve as a course engineer and facilitator and not simply a lecturing teacher. I will also inspire and motive you with fascinating topics for potential research. In a nutshell, you will work together in teams during every class session. This does not mean spending time on social networks, texting, or otherwise not accomplishing course work. You will be acting as adults and doing what is expected just as if you were employed and on the job. As such, expect a lively and highly interactive class experience for which you are responsible.

==Grading Procedure==: The following are the total possible points applied to each assignment:

- Peer review (worth 25 points each)   200 points (10.0%)
- Weekly Business Emails and Memorandums (10 total)   100 points (10.0%)
- Resume + Cover Letter   100 points (10.0%)
- Completed Business Tours + thank-you email   25 points (2.5%)
- Technical Process Explanation Project   100 points (10.0%)
- White Paper   100 points (10.0%)
- Executive Summary   25 points (2.5%)
- Final Multi-Genre Career Project   250 points (25.0%)
- In-Class and Forum Participation   50 points (5.0%)
- Attitude, Timely Communication, Student Professionalism   50 points (5.0%)
- **Total points possible:**   **1000 point/100%**

Grading Scale:
- 4.0 = 94-100
- 3.5 = 87-93
- 3.0 = 80-86
- 2.5 = 75-79
- 2.0 = 70-74
- 1.5 = 66-69

HQV Grading: Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.

The first three reports will indicate your progress in the class with a letter:

V = Verification of current class success
Q = Verification that you have quit the class or have been dropped from the class
H = Verification that you need help in the class and will be contacted by a representative from

Attendance Policy and Course Rules:

How Unexcused Absences Will Impact Your Final Grade

    Classes that meet twice a week:
- **2 absences = reduction of one letter grade**
- **3 absences = reduction of two letter grades**
- **4 or more absences = dropped from the class**

Regular attendance is essential for an A grade. If a class will be missed, notify me prior to class. Provable emergencies are required for absences to be excused. Emailing me alone will not excuse absences. Confirmed emergencies and doctor confirmations excuse absences. ***An assignment due on an absence date may be turned in early or emailed to a group member, who will print the paper and turn it in on the due date.*** If you miss two consecutive classes, you will be dropped from the course. ***As such, have back-up babysitting and transportation support, and make arrangements with employers in advance so that you may attend all scheduled classes. I do not excuse classes that are missed due to work/shift call-ins or vacations.***

- **Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.
- **Incomplete Policy:** In accordance with JC policy, an Incomplete or "I" grade is only issued to students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class. Documentation validating the circumstance may be required.
- **Late Work and Makeup Policies:** I accept late work but with a one-letter grade reduction for each day late, no exceptions. You may make arrangements to turn papers in early with validated peer reviews.
- **Academic Honesty Policy:** JC has an academic honesty policy which will be adhered to in this class. In essence, the policy requires that all work must be done by the student whose name it bears, and that cheating in any form is intolerable. The full policy can be accessed at http://www.jccmi.edu/policies/Academics/
- **Failure:** Plagiarism, whether directly copied or paraphrased, may result in a failing grade and can be grounds for expulsion from class with cases of plagiarism reported to the Office of the Academic Dean. Failure is also based upon completion of all class writing and presentation assignments (if applicable) and accumulated grade points. ***All assigned papers must be completed in order to pass English 232.*** Repetitive lateness/tardiness, walking out of class to use the phone, or in-class texting or non-educational social networking will result in being dropped from class. Be on time and use your technology wisely.
- **Confidentiality policy**: Most students share personal opinions and experiences in their classes. Such information must be considered as confidential. As students, it is necessary that you not violate the privacy of your peers. ***As such, no recording devices or recording is permitted in class.***

Writing Help: When opting for help with your writing, bring the following:

- a printed copy of your work thus far
- knowledge of specific areas with which you need help

Instructor Support: If you need to see me for addition help, see me before or after class or by Skype appointment.

Writing Fellows: Writing Fellows (student tutors) can help you with all stages of the writing process including prewriting, drafting, revising, editing, and citing sources—no matter the JCC class in which you are enrolled. The location of the Writing Fellows will be announced in class. Students may also submit a draft for review online via the Writing Fellow link in the Student Union on JetNet. Bring or submit a copy of the assignment requirements, work completed on the assignment so far, and writing-related questions.

PLEASE NOTE: Writing Fellows closes for the Spring semester. If you need writing help, please contact/go to the Center for Student Success (see below).

Center for Student Success (CSS) Writing Tutors: located in the Bert Walker Hall, Room138. For more information about the CSS go to http://www.jccmi.edu/success/ or call 796.8415.

CSS hours:

- Monday –   8:00 a.m. –to 6:00 p.m.
- Tuesday –   8:00 a.m. to 6:00 p.m.
- Wednesday –   8:00 a.m. to 6:00 p.m.
- Thursday –   8:00 a.m. to 6:00 p.m.
- Friday –   10:00 a.m. to 5:00 p.m.

Students with Disabilities

Jackson Community College provides excellent services to students with disabilities. JCC, in compliance with Federal regulations and in support of our efforts to enable students to maximize their talents and abilities, provides direct academic services for students with disabilities. Students may request accommodations as provided within federal law. Documentation and requests should be made to the Center for Student Success early in the semester to prevent delays in accommodation. Students may call 517-796-8415 for any special classroom needs, including interpreters, special testing arrangements, or any other needs-based services. Further information can also be found on the JCC website: http://www.jccmi.edu/success

Students with disabilities who need accommodations in this class should contact Learning Support Services at 796-8415 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Resources for Writers/Technology Users

- Center for Student Success Writing Center for help with papers – 796-8415 – Bert Walker Hall, Room 138.
- Writing Fellows (hours and location to be announced)
- OWL Purdue Web Site for MLA help – www.owl.english.purdue.edu/resources
- English Department – 796-8589
- Solution Center (technology help) – 796-8639
  - Walk-in: Atkinson Hall, Room 203
  - Monday – Thursday: 800 a.m. – 7:00 p.m., Friday: 8:00 a.m. – 4:00 p.m.

Caveat: It is always possible that inclement weather, facilitator illness, facility power failures, emergency-related problems, or other procedural improbabilities can alter or cancel class schedules.

Class Calendar: Weekly Agendas, Assignments and Due Dates

Week #	Topic/Reading Assignment	What's due
Week 1 (1/15 & 1/17)	Technical Communication in the workplace – Ch 1 / Process in Technical Communication – Ch 2	
Week 2 (1/22 & 1/24)	Process Explanations and Instructions – Ch 8 / Correspondence – Ch 6	
Week 3 (1/29 & 1/31)	Style in Technical Writing – Ch 17 / Web Pages and Writing for the Web Ch 14	Process Explanation Project – Peer Review (Wednesday)
Week 4 (2/5 & 2/7)	The Job Search – Ch16	Process Explanation Project – Final Draft (Monday)
Week 5 (2/12 & 2/14)	Collaboration and Writing – Ch 3	
Week 6 (2/19 & 2/21)	Organizing Information – Ch 4	Cover Letter & Resume – Peer Review (Wednesday)
Week 7 (2/26 & 2/28)	Document Design – Ch 5	Cover Letter & Resume – Final Draft (Monday)
Week 8 (3/5 & 3/7)	Proposals & White Papers – Ch 12 / Formatting Reports & Proposals – Ch 10	
Week 9 (3/19 & 3/21)	Technical Research – Ch 9	Completed Business Tour & Follow-up (Wednesday)
Week 10 (3/26 & 3/28)	Reports for Information and Analysis – Ch 11	White Paper – Peer Review (Wednesday)
Week 11 (4/2 & 4/4)	Definitions and Descriptions – Ch 7	White Paper – Final Draft (Monday)
Week 12 (4/9 & 4/11)	Graphics – Ch 13 /	Executive Summary (Monday)
Week 13 (4/16 & 4/18)	Presentations – Ch 15	1st Genre – Peer Review (Monday)
Week 14 (4/23 & 4/25)		2nd Genre – Peer Review (Monday)
Week 15 (4/30 & 5/2)		Multi-genre Final Project on career - Presentations