



Course Syllabus

ENGL 2311 – Technical & Business Writing (single- semester course)

Catalog 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.

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Extended hours: Additional study is required outside posted class times.

Contact Hours per Semester: 48

State Approval Code: 23.1303.51 12

Class section meeting time:

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Artificial Intelligence (AI) Course Policy: There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

- CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
- CT2: Gather and assess information relevant to a question
- CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 - CS1: Develop, interpret, and express ideas through written communication
 - CS2: Develop, interpret, and express ideas through oral communication
 - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
 - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 - TW1: Integrate different viewpoints as a member of a team
 - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
 - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
 - SR1: Demonstrate intercultural competence
 - SR2: Identify civic responsibility
 - SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to

- Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Understand the importance of specifying audience and purpose and to select appropriate communications choices.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Understand and apply basic principles of proficiency in the development of exposition and argument.

Learning Outcomes:

After studying all materials and resources presented in the course, the student will be able to:

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.

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will learn the following content:

1. Analysis of the different needs of technical audiences and communicating with specific audience needs.
2. Analysis of communication problems and creation of documents that address those problems.
3. Creation of sound, logical arguments to support claims, findings, and recommendations.
4. Development of visual representations that assist a reader in understanding a problem, a conclusion or recommendation.
5. Proficiency in computer software adjunctive to successful written communication on the job.
6. Research adjunctive to technical resources, primary and secondary, and technical documentary stylistic developmental probabilities.

Methods of Instruction/Course Format/Delivery:

English 2311 is taught in a writing lab for both face-to-face and on-line classes. Online English 2311 classes are delivered through the Canvas learning management system. Face-to-face classes include the use of Canvas as an enhancement to the course.

Instruction will include a blend of theoretical and practical methods. This includes lectures, interactive workshops, varied technical correspondence, and work place scenarios. Additionally, the use of peer reviews and collaborative projects will be assigned.

Students are instructed in methods of developing various types of business/technical compositions. Instructor-assisted writing in a computer lab is an essential component of the face-to-face versions of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing exercises. Online instructors determine requirements and methods of submitting drafts of writing assignments/projects and of receiving feedback on assignments.

Major Assignments/Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Business letters, memos, and emails
2. Quizzes
3. Daily and homework assignments
4. Individual and/or group project
5. Resume
6. Letter of application
7. Create a LinkedIn account
8. Midterm and final exams

Assessment(s):

1. The completion of assignments such as memos, business letters, emails, quizzes, and individual and/or group projects
2. Quizzes requiring students to verify familiarity with syllabus, distinguish and correctly identify usage for commonly misused words, practice test to familiarize students with the Canvas test box and formatting within the test box prior to major test
3. A midterm exam and a final exam that require the student to create a document and provide brief written answers to questions related to student goals and processes
4. Punctuality in submitting assignments
5. Student attention to interfacing assignment and the student's response to the assignment
6. Attention to detail

7. Grammar, spelling, and punctuation
8. Willingness to work cooperatively with other students as well as the instructor

Course Grade:

The grading scale for this course is as follows:

- Assignments – 60%
- Quizzes – 10%
- Mid-term and final exam – 30%

Texts, Materials, and Supplies:

- No text is required for English 2311.

Required Readings:

- Required readings will be assigned by instructor.

Recommended Readings:

- None

Other:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)

Appendix:

The document below, **Minimum Grading Standards**, is the evaluation instrument used for all student essays submitted in the course. These standards may be modified for shorter assignments such as paragraph-length assignments. In addition, these are considered end-of-course standards, and may be applied by individual instructors accordingly. These standards also apply to other English courses (1301, 1302, 2322, 2323).

Minimum Grading Standards

To be considered passing, a written essay must exhibit that the student writer has followed both oral and written instructions, organized the paper coherently, developed it with significant content, and written in correct grammatical form.

- A passing essay must be over a topic appropriate to the assignment. If the essay requires a minimum number of examples and points, then that minimum must be met.
- In argumentative and expository discourse, the essay must have a clearly discernible thesis sentence and related topic sentences.
- The paper must reveal some systematic pattern of organization based on or growing out of a central idea.
- The paper must offer specific support of the thesis (facts, examples, explanations, justifications, arguments,).
- The paper must be coherent.
- A passing essay may **not** contain *any combination of three of these categories of errors*:
 - one or more sentence fragments clearly not used for a specific effect or for generally recognized rhetorical and stylistic purposes
 - one or more fused sentences (run-on sentences)
 - one or more comma splices

By the end of the course, any paper which does not measure up to these standards should not be awarded a passing grade.

The following errors are considered insufficient alone to cause a paper to fail, *unless the number is excessive*:

- subject-verb agreement errors
- pronoun-antecedent agreement errors
- spelling errors or confusions between such common words as *their-they're-there, its-it's, no-know, lose- loose-loss, affect-effect*, and/or such everyday words as *occurrence, occasion, receive, among* (not an all-inclusive list)
- spelling errors of less than common words
- misuse of commas, other than the comma splice
- misuse of the apostrophe --other punctuation errors
- shifts in person
- shifts in verb tense
- shifts in voice
- misplaced modifiers