English 110
Dr. Rick Tomlinson

Course Title: ENGL 110 – ENGLISH TECHNICAL AND BUSINESS WRITING

Course Credits: 3-0-3

Course Description:
This course instructs individuals in the principles and techniques of preparing various correspondence and reports (both oral and written) for business and technical use. It includes defining problems; gathering and interpreting facts; planning, developing, organizing and designing clear and precise language structures as they are used in technical writing style; and understanding the relationship of good report writing and presentation to the acceptance of one’s facts and ideas.

Applicable toward graduation where program structure permits:
Certificate or Degree - AAS Degrees
Group Requirement - Communications
Area of Concentration - Not Applicable

Prerequisite:
Eligibility for English 101

Course Outcomes/Objectives:
1. Demonstrate an understanding of the implications of ethical writing in technical and business writing;
2. Exhibit skills in creating, drafting, and revising strategies as part of the writing process in a computer-based environment;
3. Collaborate and cooperate with other students as members of project-management teams by utilizing problem-solving and planning, critiquing, and assessing career-based writing;
4. Express an understanding of the rhetorical relationship between reader, writer, language, and subject matter;
5. Synthesize, in writing, information from a variety of sources, with clarity and concision;
6. Select, evaluate, document, and interact effectively with both traditional and web-based sources;
7. Analyze typical rhetorical situations and recognize conventional styles of presentation for expert and non-expert audiences;
8. Become familiar with the genres (types) of writing most frequently used in technical and business writing, e.g., letters, memoranda, summaries, process analyses, proposals, and reports;
9. Interpret and use graphical presentations of data (figures, graphs, and tables) in reports and oral presentation efficiently and effectively;
10. Demonstrate an understanding of diction and mechanics;
11. Produce documents that reflect appropriate and effective style, graphics, and document design, as determined by purpose and audience; and
12. Present engaging and effective oral reports of material central to formal, written reports.
Texts:

Methods of Evaluation:
The student’s performance will be considered based upon research effectiveness, diction, logic, mechanics, organization, and sophistication of thinking. An average or “C” research paper is one that meets the specifics of respective assignments, has few serious mechanical errors, is organized and developed adequately, but has no outstanding characteristics, good or bad.

A student’s grade for this course will be based on the following percentages:
- Unit assignments, business correspondence (in total) 40%
- Formal Reports (based on case studies, internal and external research) 35%
- Design and Preparation of charts, graphs, other visuals 10%
- Participation, quizzes, oral presentations 15%
- Total 100%

Academic Dishonesty:
Each student is expected to be honest in his/her class work or in the submission of information to the College. Richland regards dishonesty in classroom and laboratories, on assignments and examinations, and the submission of false and misleading information to the College as a serious offense. A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

Academic early alert system:
If at any time the instructor believes that a student is at risk of being unsuccessful in this course, he/she may notify the Student Learning Center Office. This office will, in turn, contact the student suggesting assistance options available on campus.

Human Relations:
This course incorporates concepts regarding all races, creeds, sexes, and ethnic groupings and the belief that they must learn to live together.

1 Listed below are samples of sources that can be useful for formal reports:
• EBSCO Business Source Premier: world’s largest full text database, which includes more than 7,000 business related journals
• Business Wire News: full-text database provides articles chosen from national and international wire services
• Academic Search Elite: combination of bibliographic/full text databases of journals dating back to 1990
• BusIndustry [OCLC]: business and industry facts, figures, and key events
• InfoTrac College Edition: offers 20M full text articles for 6,000 scholarly and popular periodicals
• WilsonSelect: full text database offers a broad spectrum of articles from 900 U. S. and international professional publications, academic journals, and trade magazines (from 1994 to present)
• NewsBank Info Web: a collection of three newspaper databases on current issues and events (1991 to present)
• There are, of course, numerous specialized dictionaries and monographs that are available through a variety of local sources and the Rolling Prairie Library System.
RCC Academic Support:
Learning Resource Center Ext. 296
Perkins Ext. 202
Student Services Center Ext. 267
Student Learning Center Ext. 419
Student Support Services Ext. 440
Learning Accommodation Services Ext. 379

Course Outline:

Week One
Course introduction
Introduction of texts
Understanding and supporting argument

Week Two
Introduce summary essay
Understanding audience and context
Reading to identify evidence/expert opinion
Summarizing, paraphrasing, and quoting

Week Three
Summary Essay DUE
Strong Response Assignment (students summarize a business article and respond to it, demonstrating ability to evaluate the argument and think critically about the material)
What’s your purpose?
Fact, belief, expert, and other opinion and strong response
Begin detailed, continuing review of writing mechanics

Week Four
Strong Response Assignment DUE
Writing in the middle
Writing the Synthesis Assignment
Writing the Exploring Sources Assignment

Week Five
Exploring Sources/Synthesis Assignments
Assign Synthesis (students use 2 to 3 sources on the same topic, analyze the information from each article, discuss similarities and differences, and bring the information together in an innovative way)
Documenting sources
Formal reports and begin reading Tomlinson; choose scenario for Group Case Study #1.
Week Six  
Synthesis Assignment DUE  
Exploring Sources Assignment (students explore 5 sources for the Group Case Study #1, identify the sources, summarize important points, and show how the source has added to their knowledge base about the topic and/or has changed their understanding of the topic)  
Exploration of Group Case Study #1: submit related Problem Memo.

Week Seven  
Learning more about issues: reading, thinking, and writing  
Additional discussion of Exploring Sources Assignment

Week Eight  
Exploring Sources Assignment DUE  
Good note taking  
Submit Informal Report for Group Case Study #1

Week Nine  
Conferences

Week 10  
Understanding the Toulmin Model of Argument  
Types of proof: supporting claims  
Types of Proof: tests of validity  
Formal Report and Oral Presentation of findings and recommendations for Group Case Study #1 DUE

Week 11  
Writing Position Papers  
Evaluating materials and analyzing numerical data  
Considering methods of development  
Double-entry journal assignment (research packet) completed  
Choose scenario for Group Case Study #2

Week 12  
Types of claims: establishing purpose and organization  
Compose outline and tentative thesis  
Begin Formal Report & Oral Presentation of Findings & Recommendations for Group Case Study #2

Week 13  
Getting to the draft  
Writing workshop  
Review style and citation guidelines
Week 14
  Troubleshooting for problems

Week 15
  Revising for language: diction and syntax
  Preparing the Final Report Manuscript
  Formal Report and Oral Presentation of Findings and Recommendations for
    Group Case Study #2 DUE

Week 16
  Conferences & Peer Critiques