



Lincoln University
English 99 – Report Writing
Course Syllabus

Course: English 99 – Report Writing
Semester: Fall 2017 – Thursdays, 12:30-3:15
Prerequisites/co-requisites: None
Credit: 3 units, 45 lecture hours

Instructor: Dr. Sylvia Y. Schoemaker Rippel
Office hours and location: T, Th -- 11:45-12:30 and by arrangement, room 308
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Revised: 8/2017

Course Description

English 99 – Report Writing

The course instructs the student in the various forms of written reports. Students prepare informational and analytic reports. Computer tools and programs, as well as Internet resources, will be used as relevant. (3 units)

Objectives

Expansion of academic and professional report writing skills▪

Development of research and documentation skills▪

Ability to write reports for specific purposes▪

Increased skill in applying selection, development, evaluation, and communication criteria for relevant business and professional report subjects, contexts, purposes and channels.

Course Learning Outcomes and Assessment Activities

	Learning Outcome <i>Successful students are able to:</i>	Assessment Activities <i>As demonstrated by successful completion of or participation in:</i>
1	Write well-developed informational and analytical reports for academic, professional, and socio-cultural purposes	Successfully completed written assignments mode-centered, audience-oriented, well-formed writing
2	Employ productive and accurate research and documentation skills, computer tools and programs, as well as Internet resources.	Successfully completed written assignments

3	Write analytical and informational reports for specific purposes	Successfully completed written assignments
4	Demonstrate increased skill in applying selection, development, evaluation, and communication criteria for relevant business and professional report subjects, contexts, purposes and channels.	Mode-centered, audience-oriented, well-executed grammatically and stylistically, punctually presented report writing
5	Appropriately use topic and thesis specification, writing planning, researching, design, development, editing, and documentation	Mode-centered, audience-oriented, well-executed grammatically and stylistically, punctually presented report writing assignments and exercises
6	Use pre, during, and post writing strategies; apply topic mapping and other resources	Completed written work Peer evaluation Instructor evaluation
8	Demonstrate written communication skills in writing and presenting essays with competencies in planning, drafting, editing, and documentation skills for peer and instructor evaluation	Well-completed assigned written work Classroom presentation Peer evaluation Instructor evaluation

Instructional Materials and References:

Required Texts:

Kuiper, S. A. (2013) Contemporary business report writing. (5th Ed.). Mason, Ohio: South-Western Cengage Learning. (ISBN: 978-1-111-82085-5)

Recommended Texts:

Anderson, P. B. (2014). Technical Communication. (8th Ed.). Boston, MA: Wadsworth. Cengage Learning (ISBN: 9781133309819)

Additional print, A/V, and online resources to be given in class

Instructional Methodology

The course sessions will include lectures, A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on tests, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

Topical Outline

Topics covered include informative and persuasive report planning, drafting, editing, and formatting, research and documentation skills.

Homework Assignments

For each of the units (as well as additional assignments given in class), students will do the following by the date listed on the schedule below:

Read assigned materials with care and understanding.

Respond to the main points of each chapter assigned by listing three or four key questions with answers (no more than two or three sentences each).

Reflect on the unit in writing (a brief paragraph or two).

Email your unit and chapter assignments to me at profsylvia@gmail.com, before the date on the schedule.

Midterm and Final EPortfolio/PPT:

For midterm and final review assignments, students will present ePortfolios/PPTs adapted from the weekly assignments as individual or team projects.

Schedule

#	Date	Topic	Homework due by date listed CBR: Kuiper, Contemporary Business Reports, 5e
1	8/24/2017	Introduction Research and Reports	CBR: C1 Report Characteristics
2	8/31/2017	Planning & Drafting	CBR: C2 Planning the Report CBR: C3 Producing the Report
3	9/7/2017	Designing and Proofing	CBR: C4 Writing Style and Lapses
4	9/14/2017	Formatting	CBR: C5 Illustrating the Report CBR: C6 Formatting the Report
5	9/21/2017	Routine Reports	CBR: C7 Writing Routine Reports
6	9/28/2017	Non-routine Reports	CBR: C8 Writing Non-Routine Reports Informative report due
7	10/5/207	Review	CBR: C9 Planning and Delivering an Oral Report e-Portfolio 1 due
8	10/12/2017	Midterm	
9	10/19/2017	Research Plan	CBR: C10 Planning the Research CBR: C11 Selecting Data Sources
10	10/26/2017	Sources and Analysis	CBR: C12 Using Secondary Sources CBR: C13 Using Primary Data Sources
11	11/2/2017	Documentation	CBR: C14 Documenting Data Sources
12	11/9/2017	Research Reports	CBR: C16 Writing Business Reports

13	11/16/2017	Policies, Procedures, Instructions Business Plan	CBR: C17 Writing Policies, Procedures, and Instructions CBR: C18 Writing the Business Plan
		Fall Recess	
14	11/30/2017	Review	Persuasive report due. ePortfolio 2 due
15	12/7/2017	Final	

Assessment Criteria & Method of Evaluating Students

Students will demonstrate their level of proficiency and achievement through appropriate and accurate application of classic and contemporary principles and best practices in oral and written communication for academic and professional purposes. Students attaining the higher levels of course goals will show successful application of critical and creative communication skills in approaching and solving academic and real-world examples.

The following tables quantify assignment areas and grade distribution scales.

Grading Guidelines

Items	Points
Exercises/ Daily Assignments	15
Midterm - Informative Report	20
e-Portfolio/Journal I, II	20
Presentation of Assignments	10
Final - Persuasive Report	35
Total	100

Points	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or <	F

Please Note:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Required textbooks should be obtained as soon as possible and brought to class for each session. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Plagiarized content is strictly prohibited: Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example. Missed exams and assignments require certified excuses (signed documentation by an appropriate medical or other official representative). With documentation, a makeup exam may be scheduled. Electronics are not allowed during exams. Cell phones should not be active during class sessions.

Appendix. Program and Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)	
<i>Students completing General Education courses in BA program will be able to:</i>	
1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
3	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
4	Think critically and apply common sense in approaching and solving real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

Institutional Learning Outcomes (ILOs)

Graduates of the BS program of Lincoln University should be able to:

1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)

Students completing General Education courses in BS program will be able to:

1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems
3	Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.
4	Think critically and apply common sense in approaching and solving DI and real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.
7	Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.