“Education is not the filling of a pail, but the lighting of a fire.” — William Butler Yeats

**Instructor:** Dr. Ken Untiedt, Associate Professor, Department of English  
**Office:** Rusk 108: Texas Folklore Society  
**Office Phone:** 468-4407  
**Email:** untiedtkl@sfasu.edu  
**Office Hours:** MW 9:00-11:00, TTh 8:15-9:15 and 1:00-2:00, F 8:00-10:00, or by appointment

**Schedule:**  
This class is Section 094, and it meets Tuesday and Thursday from 9:30 to 10:45 in Ferguson 476.

**Telephone Partners:**  
Name 1: Phone: Email:  
Name 2: Phone: Email:

**Course Description:** Study of the rhetorical principles involved in technical and scientific workplace writing. Emphasis on the production of professional documents, such as analytical reports, in both traditional and online formats. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in writing). Prerequisite: six hours of freshman English.

**Program Learning Outcomes:**  
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**General Education Core Curriculum Objectives/Outcomes for Communication:**  
- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;  
- To understand the importance of specifying audience and purpose, and to select appropriate communication choices;  
- To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;  
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;  
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and,  
- To develop the ability to research and write a documented paper and/or give an oral presentation.

**Student Learning Outcomes:**  
This course introduces the essential elements of technical and scientific writing in a practical and progressive structure designed to prepare students for entry into the “real world.” This course is reading- and writing-intensive. You will be required to produce a wide range of documents, from a university-level research paper to various documents commonly found in the workplace. Many professions now require people to work collaboratively; therefore, you will at times be expected to work as part of a team, providing analysis, criticism, and revision of texts in order to produce documents that are rhetorically sound. You will also be expected to present some of the findings from these documents in an oral forum.
Writing Enhanced Course Guidelines:
This course is designated as Writing Enhanced. Therefore, the following criteria must be met:
- Each student will write a minimum of 3000 words or 10 pages throughout the semester.
- The course will include instruction in discipline-based writing among its objectives.
- Each student will be required to revise and re-submit at least one assignment during the term.
- Out-of-class writing assignments will count for a minimum of 20% of the course grade.

Statement Regarding Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Required Texts and Materials:
I also recommend using a writing handbook, such as those required for ENG 131 and 132 (examples: The Little, Brown Compact Handbook, The Brief Penguin Handbook, or Diana Hacker’s A Writer’s Reference).

Course Policies:
**Attendance:** You are expected to be on time, thus minimizing disruptions, repeated instructions, and missed assignments. Being tardy five times counts as one absence. You may be counted absent even if you attend class, if you: do not bring your textbook or other required assignments, use the computers inappropriately, or are otherwise disruptive to the classroom environment. After three unexcused absences, five percent of your final grade (50 points) will be deducted for each additional absence. Absences will be excused at my discretion (with adequate documentation), according to the University Policy and Procedures Manual. If you are absent, you are responsible for determining what you missed (preferably, from your phone partners). Turn off cell phones and other electronic devices during the scheduled class time.

**Deadlines:** Technical writing in the workplace is deadline-oriented, as companies’ operations are dependent upon information and directives delineated in documents such as memos and reports. To emulate this atmosphere, students are highly encouraged to turn in all assignments on time, and failure to do so will result in a slight grade reduction. Major assignments (the Research Paper and the Analytical Report) turned in after the due date can receive no higher than 70%.

**Academic Integrity:** Cheating and plagiarism will not be tolerated. In part, the following is taken from the University Policy and Procedures Manual (online), Section A-9.1 of Academic Affairs:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

[Documented proof of cheating or plagiarism will result in a failing grade for the course.]
Grammar and Mechanics: This is a college English course, and your work must evidence college-level work. If I discover five (5) or more simple, sentence-level grammatical and/or mechanical errors on a single page of any formal written assignment, I will stop grading for such errors and give the assignment a 50%. I will continue to read the assignment so that I can offer comments on content, organization, or basic structure, and I will return it to you with the opportunity to revise the work for an averaged grade. An example is a 50 the first time, and a 90 for the revised work; the combined total is 140, and the averaged grade would be a 70. You will be given only two opportunities to revise work of that quality. Any subsequent assignments with five or more errors on a page will simply receive 50% with no opportunity for revision.

Difficulties: If you do not understand an instruction, or if you are having any type of difficulties with the reading or writing assignments, please contact me as soon as possible. I will provide individual tutoring (for this course) during my office hours to any student who asks for assistance. I am very understanding (and more considerate than most people assume), but you must make your individual concerns known to me.

Course Requirements:
All writing assignments done outside of class must be typed, and they must be printed prior to coming to class. The format will vary for each writing assignment, depending on the type of document being prepared. The writing assignments should follow a common theme in your major or area of interest, beginning with the Research Paper and culminating with an analytical report in your future field. The final project should evidence a semester’s worth of preparation and development. All assignments will be graded for proper format, soundness of content, resourcefulness, and grammar and mechanics, according to the rubric.

Your grade will be directly reflective of the amount of effort you exhibit. I have established a high standard for excellence in this course, and I expect you to meet that standard in order to excel academically. Your final grade in this course is entirely up to you. However, you must take the assignments seriously—the skills you will be required to learn are not difficult, but a mastery of them is necessary.

Grade Determination:
Five Reading Quizzes (10 points each) (50)
Classroom Interaction (group work, critical analysis, oral presentations) (200)
Daily Work (textbook exercises, written assignments) (200)
Research Paper (7-10 pages, field-specific format, 12 point font in Times New Roman) (100)
Workplace Documents (letters, résumé, proposal) (150)
Analytical Report (200)
Final Examination (100)
Total (1000)

Withheld Grades: The following information on Withheld Grades is taken from the University Policy and Procedures Manual (online), Section A-54:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Grading Rubric

These are the standards for an A:

Conception and Thesis: The main point is clearly stated, and it contains some new, perhaps surprising element, some angle that is uncommonly thoughtful and insightful. The writer is not simply restating other people’s ideas; he or she presents more critical analysis and commentary than an average intelligent person might. The explicit and implicit assumptions of the topic are exposed and challenged. If research is included, the sources have not merely been cited—they have been analyzed, using what supports the argument, and acknowledging and addressing what challenges it.

Organization: The organization flows smoothly. Opposition to the argument is addressed and worked through at the beginning, and the rest of the time is spent building a strong case, supported with evidence that moves from weaker points to stronger ones.

Style: The argument is not only clearly stated and supported well, but it is done in an impressive way. The language used is sophisticated but not unnecessarily showy. The presentation style matches the content of the paper, perhaps through a sustained metaphor, or a particularly apt example that is carried through the entire paper.

Format: The paper adheres to the standard format for that type of document (memo, business letter, proposal, etc.). If visuals are incorporated, they enhance the text and look professional. Documentation of sources adheres to some recognizable style guide (MLA, APA, Chicago, or an equivalent).

Grammar and Mechanics: The paper is relatively clean and free (3 or fewer) of grammatical and mechanical errors.

These are the standards for a B:

Conception and Thesis: The idea is better than average and is still clearly stated, but the writer may have overlooked, or not acknowledged or challenged the assumptions that inform it.

Organization: The organization is strong, but the signaling might be a bit clunky—there may be a lot of directional phrases used to force transition points (“As I said earlier...” “Firstly, secondly, thirdly...”).

Style: It’s clean and readable, there is a consistent sense of voice, and there aren’t any places where a reader has to go back and reread a sentence just to understand its structure.

Format: The paper adheres to the basic standards for that type of document. If visuals are incorporated, they are used for filler only, or do not look professional. There may be minor errors or inconsistencies in documentation mechanics.

Grammar and Mechanics: There are very few (5 or fewer) errors.

These are the standards for a C:

Conception and Thesis: The main idea for the paper shows that the writer understands the topic and has thought about it, but the argument is either overly simplistic or one that is commonly stated. The main point may be clearly stated and defended with appropriate evidence, but the analysis is not very deep.

Organization: The paper uses a simple “5 Paragraph Essay” approach, perhaps even having only five paragraphs—an introduction, three supporting points, and a conclusion which merely restates the introduction. Transitions between paragraphs are competently handled but do not “flow.”

Style: The style is simple, and there may be some word choice errors, especially where the writer uses “big” words incorrectly because he or she is trying to sound more impressive than necessary.

Format: Rules for that particular type of document are not closely followed: page numbers are missing or incorrect, margins are inconsistent, font size is too small or difficult to read, etc. Visuals look “cheap” or are badly integrated into the text. Sources are documented inconsistently or unclearly.

Grammar and Mechanics: The paper contains several distracting grammatical or mechanical errors, but they are repetitive (multiple comma splices) or are uncommon errors of a more complicated nature (and have not yet been discussed during the course).
These are the standards for a D:
*Conception and Thesis:* The main point of the paper is not clear at all, and very little evidence is used to support any kind of argument.
*Organization:* The focus shifts from one point to another, with little transition in between.
*Style:* The paper reads like a casual chat with friends, rather than a smart, academic paper.
*Format:* The document format is recognizable but clearly not correct. Visuals are not included when necessary, or they are not clear or otherwise inappropriate for the document. Documentation of sources does not adhere to a recognizable style guide.
*Grammar and Mechanics:* The paper contains multiple grammatical and mechanical errors (over 10), with consistent problems in sentence structure. There is little evidence of proofreading.

These are the standards for an F:
The writer fails to adequately fulfill the minimum requirements of the assignment: research or page requirements are not met, format is not correct, sources are inadequately documented, etc.
*Conception and Thesis:* No clear idea governs the words on the page.
*Organization:* No plan is evident, much less achieved.
*Style:* The paper contains many inappropriate or incorrect word choices, and does not read like a college-level paper.
*Format:* The basic format for that type of document is unrecognizable. There is no correct documentation of sources.
*Grammar and Mechanics:* There are multiple grammatical and mechanical errors on each page, as well as consistent problems in sentence structure. There is apparently no attempt at proofreading.

**Schedule:**
In order to facilitate classroom discussion and group projects, all reading assignments are to be done prior to the class date indicated. Many assignments are indicated in **bold** on their due dates. Other graded homework will be assigned throughout the semester. In-class projects are *italicized,* thereby indicating the strong need for diligent attendance. There are no make-ups for quizzes missed due to unexcused absences or tardiness.

Week 1
08-30 Introduction to course: review syllabus
*Collaborative Project*

09-01 Review of syllabus
Ch. 1 Communicating in the Workplace
Ch. 4 Working in Teams
*Collaborative Project*

Week 2
09-06 Ch. 2 The Technical Writing Process Today
Ch. 3 Readers and Contexts of Use
Ch. 13 Using Email and Instant Messaging

09-08 **Research Paper Abstract due**
Ch. 6 Persuasion and Planning
*Collaborative Project*

Week 3
09-13 Ch. 5 Ethics in the Technical Workplace
Ch. 7 Researching and Managing Information

09-15 *Library Lab*
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<th>Week</th>
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| 4    | 09-20| **Annotated Bibliography due**  
Ch. 8 Organizing and Drafting |
| 5    | 09-27| Reading critically  
*Collaborative Project* |
| 5    | 09-29| **Draft of Research Paper due**  
*Peer Critique* |
| 6    | 10-04| **Research Paper due**  
Ch. 17 Letters and Memos |
| 6    | 10-06| *Collaborative Project* |
| 7    | 10-11| Ch. 15 Starting Your Career |
| 7    | 10-13| **Inquiry Letter due** |
| 8    | 10-18| Ch. 10 Designing Documents and Interfaces  
*Collaborative Project* |
| 8    | 10-20| Ch. 11 Creating and Using Graphics |
| 9    | 10-25| **Résumé and Application Letter due**  
Visual Presentations  
*Collaborative Project* |
| 9    | 10-27| **Page Design Exercise due**  
Ch. 18, 19 & 20 Technical Definitions, Descriptions, and Instructions |
| 10   | 11-01| **Acceptance Letter due**  
Ch. 21 Proposals |
| 10   | 11-03| **Instruction Sheet due**  
Proposals |
| 11   | 11-08| **Project Proposal due**  
Ch. 23 Analytical Reports |
| 11   | 11-10| Analytical Reports |
| 12   | 11-15| Critical Analysis of documents |
| 12   | 11-17| Ch. 16 Preparing and Giving Presentations  
*In-class Exercise* |
| Week 13 | 11-22 | **Analytical Report Outline due**  
*Oral Presentations* |
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<td>11-24</td>
<td>No class: University holiday</td>
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<td>Week 14</td>
<td>11-29</td>
<td><em>Oral Presentations</em></td>
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<td><em>Oral Presentations</em></td>
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<td>Week 15</td>
<td>12-06</td>
<td><strong>Response to Oral Presentations due</strong></td>
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|         | 12-08 | **Analytical Report due**  
Wrap-up, Exam review |