The study of the rhetorical principles involved in technical and scientific workplace writing, with an emphasis on the production of professional documents, such as analytical reports. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in technical writing). Prerequisite: six semester hours of freshman English.

In English 273, you will learn and practice the forms of written and oral communication used in science, business, engineering, and the workplace in general. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences. You will study and practice the processes of written composition and the general principles of good communication, with the aim of becoming an efficient and effective writer and editor.

The business world is plagued by inefficient, incorrect, and sometimes unethical writing. By the time you finish this course you will be part of the solution, not part of the problem. You will be able to write things that do what you need them to do without causing undue confusion, conflict, or offense.

REQUIRED TEXTS & MATERIALS

In addition to the books and materials below, there may be additional readings and handouts posted on D2L that you are responsible for reading. Please bring all assigned reading material to class on the day we are to discuss the material.


2. A reliable way to store and transfer files (preferably a USB/Flash Drive)

3. Access to D2L and to a stapler
4. **Strongly Recommended:** Any writing handbook, such as the one you may have been required to buy in English 131 and 132.

**COURSE OUTCOMES**

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

**General Education Core Curriculum:**
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in Technical and Scientific Writing (ENG 273.096) you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement. You will see this course on your D2L list.

At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the Technical and Scientific Writing (ENG 273.096) dropbox and the Communication Skills- Written & Visual dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L Communication Skills- Written & Visual dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills- Written & Visual
dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills - Written & Visual dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Decision-Making Report</td>
<td>December 5, 2018</td>
</tr>
</tbody>
</table>

**ENG 273 Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Understand the recursive writing and social editing process and be able to write a variety of technical documents in an acceptable level of Standard American English. (This outcome aligns to the Core objectives for Communication Skills).

2. Write a variety of technical documents, demonstrating their awareness of audience and facility in addressing different audiences and stakeholders in complex rhetorical situations. (This outcome aligns to the Core objectives for Critical Thinking, Communication Skills, and Personal Responsibility).

3. Write technical and workplace documents by applying the appropriate categorical modes of rhetorical composition (descriptive, expositive, scientific, etc.) and integrating visuals with text. (This outcome aligns to the Core objectives of Critical Thinking and Communication Skills).

4. Work in groups to produce and critically evaluate documents, integrating different points of view. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility).

5. Use critical-thinking skills and exhibit technical proficiency in the invention and composing processes. (This outcome aligns with the Core objectives of Critical Thinking and Communication Skills).

6. Understand ethical considerations in technical and professional writing, understanding the consequences of communication acts. (This outcome aligns with the Core objectives of Critical Thinking, Teamwork, and Personal Responsibility).

7. Tailor communications to social and ethical frameworks, editing them to be effective and responsible in international and/or intercultural situations. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

8. Adequately research a topic and use documented evidence to support a paper written in the style applicable to their individual field of study. (This outcome aligns with the Core objectives of Critical Thinking and Communication Skills).
COURSE REQUIREMENTS

You will receive a more detailed assignment sheet for all major assignments, which are notated by an asterisk (*), when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you.

1. Letter of Complaint or Letter of Request for Information*
   In this assignment you will have the option to write either a letter of complaint to a company or organization that you are dissatisfied with or a letter to an organization or business requesting that they send you information.

2. Job Portfolio*
   For this assignment you will be preparing yourself to attain your dream job in the future by crafting job application materials that are developed with this position in mind. Your task will be to locate a job advertisement for this dream job and tailor your application materials to the requirements of that position. You will also write a memo that identifies the qualities/experiences you do not currently have but will need in order to attain this position and will lay out an action plan for attaining these qualities/experiences by the time you graduate.

3. Decision-Making Report*
   In this assignment you are tasked with the job of identifying a problem in your field and researching potential solutions to that problem. After examining each of the options, you will have to choose the best solution to recommend to members of your field. You should evaluate at least three different solutions in your report, but you can only offer one solution (or one blended solution) to those in your field. There are 4 parts to this assignment: 1) Proposal, 2) Annotated Bibliography, 3) Decision-Making Report, and 4) Presentation of Decision-Making Report.

4. Instruction Manual Collaborative Group Project*
   For this assignment, you will be working with your group to create an instruction manual for any one of the three options listed below.

   1. In groups, you will work together to create a vocabulary learning game for Mrs. Jones's middle school science class, an instruction manual that walks Mrs. Jones through the process of setting up and playing the game, and an instructional video tutorial geared toward the students where you physically demonstrate using the game.

   2. You may go to SFA's 3-D printing lab or use any materials you already have to create a product that you will craft an instruction manual for. This product should be marketable and something that has not already been created. You will also create an instructional video tutorial that explains how to put the product together or how to properly and safely use the product.
3. You may also create a game that has not already been created and craft an instruction manual that describes how to play the game, how many people can play, the materials needed, etc. You will need to recreate the actual game, so keep this in mind as you decide on the type of game you want to develop. You will also create an instructional video tutorial that explains how to play the game.

5. Daily Work
Through the course of the semester, you will have some kind of informal writing or reading assignment to complete before class. The assignments to be completed and how the assignments are to be completed will be announced in class and also posted to the "Daily Work Assignments" tab on our D2L course page. Check D2L often. Further instructions for discussion board posts will be posted in the D2L discussion board that is specifically for that day's discussion.

An example of a daily work assignment you will be asked to do is a weekly memo. In this memo addressed to the rest of the class, you will summarize the key points of the week’s readings or of a classroom discussion. These memos are to be electronically submitted to D2L before class every Monday. Memos should not be rehashes of assignment prompts. Any sources referenced should be cited using the citation style of your field. Memos are graded on formatting, clarity of prose, accuracy of information, and proofreading/copy editing.

6. Quizzes
We will have quizzes over the readings you are assigned. Quizzes are not listed on the course schedule, so come to class prepared.

7. Peer Review
Students will be held accountable for attending peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for bringing a draft (that meets the requirements set for that session) to the peer review session and 50 points are possible for attending the in-class peer review session and providing helpful feedback to your peer(s).

8. Final Exam (Survey and Editing Activity)
Editing Activity: An editing activity will take place during the scheduled final exam period.

Survey: In this anonymous survey, you will give your instructor feedback about what you think of the material taught, the pace of instruction, and what you would suggest be changed or kept about the course for future classes.

***Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those that relate to major essays.
ASSIGNMENT SUBMISSION GUIDELINES, DOCUMENT FORMATTING & D2L

Assignment Submission:
How assignments are to be submitted will be announced in class and also posted in the “Daily Work Assignments” tab on our D2L course page. The discussion boards created for these types of assignments may offer further instructions, so please read all instructions before proceeding to complete the assignment.
All major assignments (marked with an asterisk above) are to be submitted to the assignment’s designated D2L Dropbox and a hardcopy must also be submitted to your instructor on the day the assignment is due. I will NOT grade your essay until you have given me both copies. If both are not submitted to me by the time the essay is due, the assignment will be considered late and will be subject to the late work policy (see page 11 for more on this policy).

Unless otherwise stated on the assignment prompt for each major assignment, or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:
- Print final drafts of major assignments; assignments with multiple pages must be stapled
- Bring major assignment rubric to class and submit with your essay
- If extra credit was offered for a major assignment, bring documentation to class for submission
- Submit an electronic version of final drafts to D2L Dropbox to be checked for plagiarism
- Name your file: LastNameFirstName_AssignmentTitle
- .doc or .docx format only (no PDFs), unless otherwise stated

Document Formatting:
All writing assignments prepared outside of class must be typed. The format will vary for each writing assignment, depending on its purpose and audience. All assignments will be graded for proper formatting, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics. Any sources you reference should be cited using the citation style of your field.

NOTE: All D2L submissions should be saved as Microsoft Word (.doc or .docx) files, as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.

Desire2Learn (D2L):
We have a course website we will be using for various activities throughout the course. Some required course readings will be there, as well as assignment prompts. Most course assignments completed outside of class will be submitted here too. Your grades and attendance will also be recorded and accessible here. It is your responsibility to check your
grades and attendance and contact me immediately if you believe you see an error, have concerns, or have questions. Please keep all assignments until your final course grade is posted.

To access D2L:
1. Log in to your MySFA account.
2. At the top of the screen is a tab (the 3rd tab) labeled "Academics." Click on it.
3. On the left side of your screen under the “D2L” heading you will see the word “D2L” underlined. This is the link that will take you to D2L. Click on it.
4. You have now been transported into D2L. At the top of your screen you will see the words “Select a Course.” Click on it.
5. A drop-down menu will pop up that lists the classes you are enrolled in. Select ENG 273.096- Technical & Scientific Writing.

NOTE: In the event that MySFA is down for some reason, you may also access D2L by going to: www.d2l.sfasu.edu

To access a discussion board while in D2L and complete discussion board assignments:
1. While you are inside the ENG 273.096 course page on D2L, at the top of the screen you will see the words “Course Tools.” Click on it.
2. A drop-down menu will pop up. The first item in the menu is “Discussions.” Click on it.
3. A list of discussion boards will appear. Click on the title of the discussion board you are to complete located under the word “Topic.”
4. To open the area where you will type your response, click “Start a New Thread.”
5. In the “Subject” field, type a few words that prep me for what you will discuss in the post. This is like a title of a paper.
6. Click in the blank area below the “Subject” area to write your response.
7. When you are finished, and have checked your work for errors in grammar, spelling, and punctuation, click the “Post” button to submit your work to the discussion board. You do not need to print this out, unless you personally want to, because it should be posted in the D2L system. I, and your classmates, will be able to see your response while in the D2L course page. On this note, please be sure that your posts are classroom appropriate, meaning that you should avoid profanity and any other language that is not in keeping with the Acceptable Student Behavior and Course Citizenship policies on pages 12-13 of the syllabus.

NOTE: If you do not see your post in the discussion board and did not get a confirmation message of some sort from D2L, then your post was not submitted to the discussion board.
OFFICE HOURS & EMAIL

Office Hours:
During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If these hours do not work for your schedule, please make an appointment. I want to help you develop as a writer, and succeed in the course, so please come see me if you need assistance.

Email:
All emails sent to your instructor should be professional. In the email subject line please write ENG 273.096. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

If you have a simple question that can be answered via email, feel free to email me. For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours.

***With that being said, I do expect you to, first, reference the syllabus or the assignment prompts given out in class in order to find the answer to your question. If you cannot find the answer or need further clarification please feel free to come by during office hours, ask me in class, or email me.

GRADES & EVALUATION

Writing is a Series of Micro-Failures

If you do poorly on an assignment please do not lose hope, or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

Breakdown of Course Grade:
Letter of Complaint or Letter of Request for Information: 5%
Job Portfolio (job ad, resume, cover letter, references sheet, follow up letter): 15%
Decision-making report (includes visual aids)
  Project Proposal: 5%
  Annotated Bibliography with a Research Plan: 5%
  Decision Making Report (includes presentation of report): 20%
Instruction Manual Collaborative Group Project:
  Instruction Manual: 20%
  Instructional Video Tutorial: 10%
Daily Work, Quizzes, and Peer Review: 10%
Final Exam: 10%

**NOTE:** All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due. Keep in mind that failing to meet the minimum page count for any assignment will have a significant negative impact on the assignment grade.

**Calculation of Course Grade:**
1. The grade for the Letter of Complaint or Letter of Request for Information is multiplied by .05 retaining one number past the decimal point.
2. The grade for the Job Portfolio is multiplied by .15 retaining one number past the decimal point.
3. The grade for the Decision Making Report Project Proposal is multiplied by .05 retaining one number past the decimal point.
4. The grade for the Annotated Bibliography with a Research Plan is multiplied by .05 retaining one number past the decimal point.
5. The grade for the Decision Making Report (includes presentation of report) is multiplied by .2 retaining one number past the decimal point.
6. The grade for the Instruction Manual portion of the Collaborative Group Project is multiplied by .2 retaining one number past the decimal point.
7. The grade for the Instructional Video Tutorial portion of the Collaborative Group Project is multiplied by .1 retaining one number past the decimal point.
8. The daily work, quiz, and peer review grades are added together and then divided by the number of assignments. The resulting sum is multiplied by .1 retaining one number past the decimal point.
9. The grade for the final exam is multiplied by .1 retaining one number past the decimal point.

**NOTE:** If at the end of the semester your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will prevent a borderline grade from being raised.

***With that being said, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course UNLESS you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to D2L, you have the ability to see why you got the final grade you did. You can also calculate your grade yourself using the formulas I have provided above.
**Explanation of Grades:**
For each assignment, I calculate grades on a numeric, 100 point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A (excellent performance)</td>
</tr>
<tr>
<td>80-89</td>
<td>B (above average performance)</td>
</tr>
<tr>
<td>70-79</td>
<td>C (average performance)</td>
</tr>
<tr>
<td>60-69</td>
<td>D (below average performance)</td>
</tr>
<tr>
<td>0-59</td>
<td>F (failure)</td>
</tr>
</tbody>
</table>

**Assignment Return Policy:**
I generally grade and return major essays within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about the essay. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received before meeting to discuss the assignment.

**ATTENDANCE**

Regular attendance is required for success in this course. It is important to come to class, on time, and be prepared to participate in each day’s activities. When you miss too many days, you miss out on information that will help you succeed in this course and as a writer in the future. With this in mind, please schedule appointments, if at all possible, outside of class time (without leaving early or arriving late) so that you do not miss important information.

Each unexcused absence over 5 will result in the lowering of your total course grade by five points. According to university policy, missing more than the equivalent of three weeks’ worth of classes for any reason (9 class periods in this course) means you cannot earn a passing grade in the course. If you miss a class for a university-excused reason, you must (within one week of returning to class) present me with a typed memo explaining the reason for your absence, and you should attach any documentation (such as a note from your doctor) to this memo. Without this documentation, the absence will automatically be considered unexcused.
Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines for daily work due in class or on D2L during an excused absence, it is your responsibility to find out what you missed and arrange with me to make up the assignment within one week of returning to class. No daily work or in-class assignments may be made up unless your absence is excused.

***I will not notify you once you have reached an alarming amount of absences, so please keep track of your absence count through D2L.

I take attendance at the beginning of class; arriving fifteen minutes or more after class begins will result in your being marked absent.

NOTE: If you finish an in-class activity quickly, please do not leave (unless the instructor says on a particular day otherwise) because you will be marked absent if you leave early.

***Students with perfect attendance will have two points added to their final grade.

**Excused vs. Unexcused Absences:**

Below is a description of what is considered an excused absence—Valid excuses for excused absences are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. [Refer to Stephen F. Austin State University’s Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.]

NOTE: If you miss class and handouts were given out, to get a copy of the missed materials please look in the tray outside my office door (F277). Here you will find a folder labeled “ENG 273.096” and the papers inside the folder will be organized by date. Please take what you need and then carefully place the folder back in the tray. Handouts will be kept in the tray for one week after they are dispersed in class. If you are unable to get the handouts you missed before they are removed from the tray after one week of being dispersed in class, you may come by during office hours and I will be happy to give you the handouts.

**Punctuality:**

Occasional tardiness is understandable, but habitual tardiness is unacceptable. When you come in late, you disrupt class and likely have missed important information. Please be courteous to others and come to each class prepared and on time. If you are late and the attendance sign-in sheet has already been passed around, it is your responsibility to see me immediately after class to make sure you are counted present. Please remember that you will be counted absent if you are late 15 minutes or more. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Habitual tardiness will not help you if you have a borderline grade at the end of the semester (see page 9 for more on this). **Please do your best to be habitually on time.**
NOTE: I will **not** repeat information given in class to those who were late or absent. I suggest you check D2L to see what you missed and get the phone number of a classmate in case you are ever absent. After completing these steps to see what was missed, if you need further clarification, you may ask me then.

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**LATE ASSIGNMENTS**

**Late Work and Free Late Daily Work Pass:**

Each student has one (1) “Free Late Daily Work Pass”: to use it, write “Oops” clearly at the top of the **completed** assignment and turn it in **within one week** of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late daily work will be accepted without documentation of a university-approved excused absence (see “Excused vs. Unexcused Absences” above for a description of excused absences).

As for late work, all assignments (major assignments, projects, and daily work) are due at the start of class, **no later than fifteen minutes into class**, on the assigned due date. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted **within one week** of the date the assignment was due.

Major assignments and projects turned in after the beginning of the class period (fifteen minutes after the start of class) on which they are due will be considered late. No late major assignments and projects will be accepted, except for your Free Major Assignment Extension (see the “One Free Major Assignment Extension” policy on page 13 for further details).

**NOTE:** There will be a separate Dropbox for each major assignment on D2L. If you do not know how to submit an assignment online or how to post to discussion boards, please ask me or a peer. Not knowing how to submit to a Dropbox or discussion board WILL NOT serve as an acceptable excuse for not turning in an assignment on time. Furthermore, if you are ever confused about where to turn in an assignment or about how to complete an assignment, please check the assignment prompt and the D2L course page first and then (if further clarification is needed) email me **before** the assignment is due. If you ask me after the fact, it will be too late and the assignment will be considered late.

Additionally, technology issues (“my laptop randomly deleted my file,” “D2L would not let me submit the assignment two minutes before it was due,” “the Wi-Fi was not working in my dorm,” etc.) are **NOT** an excuse for late work. You are encouraged to back up your work via multiple methods and leave yourself time enough for D2L submission issues when assignments must be submitted to D2L. If you are ever unable to submit an assignment to D2L because of an error with the D2L system, you should email me to let me know what is...
going on, **with the assignment attached**, PRIOR to the due date. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact D2L technical support to see about fixing the issue (see below for their contact information).

**D2L Technical Support:**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

**General Technical Support:**
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

**One Free Major Assignment Extension:**
Students are allowed one free major assignment extension during the semester. You may extend any one major assignment due date 48 hours (2 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, I do not accept any late work. If you cannot submit an assignment on the day it is due, you may submit it early. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and your instructor as soon as possible.

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**ACCEPTABLE STUDENT BEHAVIOR & COURSE CITIZENSHIP**

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. *The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.*

**A Few Reasons You May Be Asked to Leave Class (And Will Receive an Unexcused Absence):**
- You are being disrespectful to your instructor or to another student
- Sleeping
- Working on work for another class
- Consistently participating in side-conversations while others are talking (this includes your classmates and your instructor)
- Consistently not participating in group work
- Lack of engagement in class because you are distracted by your personal technology (such as a cell phone, laptop, etc.)

**NOTE:** You do not need to ask permission to go to the restroom. I only ask that you exit from, and reenter, the classroom with a minimum of disruption. Also, leaving class early will earn you an unexcused absence.

**Course Citizenship:**

In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. We may discuss sensitive or controversial topics as part of class in the process. Disagreement is expected and vital to learning how to express one’s position in a convincing way. That being said, we must cooperate to avoid showing disrespect towards others in class and/or their ideas, beliefs, or position, and to avoid any type of hate speech. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

**NOTE:** If you choose to engage in any distracting or disrespectful behavior that disrupts the learning environment, you will be asked to leave the class and will be counted absent.

Furthermore, the clock does not dismiss you. Please wait for me to dismiss you before you begin packing up. It is not only rude, it is disturbing to me and your classmates when the sounds of zippers and papers shuffling drown out what I, or your peer, may be saying at the end of class. If you wish to be listened to, then you must grant others that same courtesy by listening to them. You never know what information you could miss by being distracted. Likewise, your peers could miss information because your movement and noise distracted them. Please be courteous and wait to pack up.

*** Students who do not attend class regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

**NOTE-TAKING & ELECTRONICS**

**Note-Taking:**

Taking notes in class is highly recommended. This gives you a record of class lectures and instructions, helps you internalize the material being taught, and provides you with valuable information for constructing your major assignments.
Electronics:
Please put away your cell phones and other electronic devices upon entering class unless you have a critical life situation that could require your attention. If your phone rings or notifies you of a text, silence it and put it away. In emergency situations, notify me before class begins that you need to leave your phone out because you are expecting an important phone call, then put the phone on silent or vibrate. If you do happen to receive the call you were waiting for during class, please quietly and quickly exit the classroom to take the call (please do not disrespect your classmates by answering the phone in class) and return quietly when you have completed the call.

Electronic devices are not to be used UNLESS:
1) the instructor specifically says that students can use them for a class activity
2) you use a laptop or tablet for note-taking
3) you purchased a digital copy of the text assigned for this course

In the case of numbers 1, 2 and 3 above, if I find you surfing the web or doing other non-class related activities, you will be asked to put the device away. If I have to ask a second time, you will be asked to leave class and will receive an absence for the day. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Please follow instructions the first time given.

*** No cell phones or other electronic devices are allowed out during a quiz or an exam.

ACADEMIC INTEGRITY, PLAGIARISM, & ACADEMIC DISHONESTY

As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment. You will sign and return a plagiarism statement acknowledging that you understand the definition of plagiarism and that you will refrain from doing it.

Academic Integrity (A-9.1):
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.

Definition of Academic Dishonesty
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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Consequences of Academic Dishonesty in ENG 273.096:**

**Consequences for Cheating**

If a student is caught cheating on a daily quiz, the student will meet with me, and I will determine the outcome on a case-by-case basis, which typically involves penalties from a zero on the quiz without a make-up opportunity to an “F” in the course. In addition, an Academic Dishonesty Form may be filed.

**Consequences for Plagiarizing**

If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an un-revisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately **before** submitting the assignment.

**NOTE:** Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of in-class writing, homework assignments, and major assignments, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work please. I will catch you if you do not, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding a major assignment, please come see me during office hours. I am always happy to help. If you are running low on time to complete the assignment, consider using your one extension. To prevent running low on time and completing the major assignment at the last minute, start working on the assignment a little at a time weeks in advance of the assignment’s due date.

**Consequences for Recycling Past Work:**

I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting **old** work does not demonstrate the **new** skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. The consequences for recycling past work will be determined on a case-by-case basis.

**Turnitin.com (plagiarism detector):**
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit your assignments electronically to D2L Dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit http://www.turnitin.com.

**WITHHELD GRADES SEMESTER GRADES POLICY (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.

**STUDENTS WITH DISABILITIES**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have those met. 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, and 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/.

**DISCRIMINATION/SEXUAL HARRASSMENT**

At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.
HELPFUL & FREE STUDENT RESOURCES

The Academic Assistance and Resource Center (AARC)
The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at (936) 468-4108.

Counseling Services
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions. If you have something personal that is bothering you and would like to speak to a licensed counselor, you can call (936) 468-2401.

IMPORTANT DATES

The following schedule is tentative. Below is a list of the dates when the components of each major assignment will be due, as well as any other notable dates to be aware of.

August 29, 2018 (W): Guest Speaker- AARC
August 31, 2018 (F): Guest Speaker- Counseling Services
September 14, 2018 (F): Complete draft of Letter of Complaint or Letter of Request for Information for peer review due.
September 17, 2018 (M): Final draft of Letter of Complaint or Letter of Request for Information due.
October 3, 2018 (W): Complete draft of all Resume Project materials due.
October 5, 2018 (F): Final draft of Resume Project materials due.
October 19, 2018 (F): Record Instructional Video Tutorial (No Class)- Shoot and edit instructional videos.
October 22, 2018 (M): Collaborative Group Project Usability Test
October 24, 2018 (W): Collaborative Group Project Usability Test
October 26, 2018 (F): Complete draft of all parts of the Instruction Manual Collaborative Group Project for peer review due.
October 31, 2018 (W): Guest Speaker- Janie Richardson
November 14, 2018 (W): Complete draft of the Annotated Bibliography due.
November 16, 2018 (F): Final draft of the Annotated Bibliography due.
November 19-23, 2018: No class for Thanksgiving Break.
November 30, 2018 (F): Complete draft of Decision Making Report due.
December 5, 2018 (W): Final draft of Decision Making Report due.
December 5, 2018 (W): Decision Making Report Presentations
December 7, 2018 (F): Decision Making Report Presentations
December 10, 2018 (M): Final Exam in normal classroom from 1:00pm-3:00pm
This schedule is tentative and lists what topics it is anticipated we will discuss from week to week.

**Week 1 (August 27-31, 2018):**
Introduction to class; learning styles assessment; What is reader-centered writing?; academic writing vs. workplace writing; writing letters/mailing letters; writing emails.

*August 29, 2018: Guest Speaker- AARC*
*August 31, 2018: Guest Speaker- Counseling Services*

**Week 2 (September 3-7, 2018):**
Rhetorical situation (awareness of audiences and reading contexts); multicultural/gender communications (knowing your audience and tailoring documents to fit that audience); avoiding unintended messages in communication; casual tone vs. business tone.

*Letter of Complaint or Letter of Request for Information major assignment introduced
Core objective skills addressed by this assignment:
Critical Thinking, Communication, Personal Responsibility

**Week 3 (September 10-14, 2018):**
Critique a letter of complaint; rhetorical appeals (importance of grammatical and mechanical correctness, which correlates with ethos); writing memos.

*Major Assignment Due (September 14, 2018): Complete draft of Letter of Complaint or Letter of Request for Information for peer review.*

**Week 4 (September 17-21, 2018):**
Job skills inventory; looking for job postings; What does an employer want?; drafting a resume; look at sample resumes.

*Major Assignment Due (September 17, 2018): Final draft of Letter of Complaint or Letter of Request for Information.*

*Resume Project major assignment introduced
Core objective skills addressed by this assignment:
Critical Thinking, Communication, Personal Responsibility

**Week 5 (September 24-28, 2018):**
Research the way your individual field formats resume documents; drafting the references sheet; drafting the cover letter.

**Week 6 (October 1-5, 2018):**
Interview skills; critique sample interviews; text design and font
Major Assignment Due (October 3, 2018): Complete draft of Resume Project materials.
Major Assignment Due (October 5, 2018): Final draft of Resume Project materials.

* Instruction Manual Collaborative Group Project major assignment introduced
Core objective skills addressed by this assignment:
Critical Thinking, Communication, Teamwork, Personal Responsibility

**Week 7 (October 8-12, 2018):**
Data visualizations (selecting the correct one to fit your purposes); creating flyers (or advertisements); instructions for aliens; practice creating product and manual; work on group project in class.

**Week 8 (October 15-19, 2018):**
Practice creating product and manual; critique existing instruction manuals; reader-centered editing; work on group project in class.

Record Instructional Video Tutorial (October 19, 2018): No Class- Shoot and edit instructional videos.

**Week 9 (October 22-26, 2018):**
Group project usability tests; watch instructional videos.

Collaborative Group Project Usability Test (October 22, 2018)
Collaborative Group Project Usability Test (October 24, 2018)
Major Assignment Due (October 26, 2018): Collaborative group project peer review.

**Week 10 (October 29-November 2, 2018):**
Talk about what should be included in the proposal and annotated bibliography; Decision Making Report formatting; find potential sources for the Decision Making Report; primary vs. secondary resources.

Major Assignment Due (October 29, 2018): Final draft of Collaborative Group Project.
October 31, 2018: Guest Speaker- Janie Richardson

*Decision Making Report major assignment introduced
Core objective skills addressed by this assignment:
Critical Thinking, Communication, Personal Responsibility, Social Responsibility

**Week 11 (November 5-9, 2018):**
Evaluating sources and finding credible sources; plagiarism; work on writing annotated bibliography in class.


**Week 12 (November 12-16, 2018):**
Work on writing annotated bibliography in class; working with PowerPoints and Prezis.

**Major Assignment Due (November 14, 2018): Complete draft of Annotated Bibliography with Research Plan.**

**Major Assignment Due (November 16, 2018): Final draft of Annotated Bibliography with Research Plan.**

**Week 13 (November 19-23, 2018):**
Thanksgiving Break

**Week 14 (November 26-30, 2018):**
Work on writing Decision Making Report in class.

**Major Assignment Due (November 30, 2018): Complete draft of Decision Making Report**

**Week 15 (December 3-7, 2018):**
Work on creating presentations; Decision Making Report presentations.

**Major Assignment Due (December 5, 2018): Final draft of Decision Making Report**

**Major Assignment Due (December 5th and 7th, 2018): Decision Making Report Presentations**

**Week 16 (December 10, 2018):**
Final Exam will be held in our regular classroom from 1:00pm-3:00pm.