ENG 273.593: Technical Writing (Fall 2019)
Online

Instructor: Christina Kramer,
Department of English

Contact Information:
Office location: Ferguson 286
Email: kramercf@sfasu.edu
Office phone #: (936) 468-2427

Office Hours:
*Tuesday 11:00am-12:00pm—In F286 (Face-to-Face)
3:30-4:00pm—In F286 (Face-to-Face)
*Thursday 11:00am-12:00pm—In F286 (Face-to-Face)
3:30-4:00pm—In F286 (Face-to-Face)
*Friday 10:30-11:30am—In F286 (Face-to-Face)
11:30am-12:30pm—On Brightspace (Virtual)
*And by appointment

COURSE DESCRIPTION

This is the course description that appears in the official SFA course catalog:

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 writing). Prerequisite(s): ENG 131, ENG 132; ENG 133

ENG 273 - Technical and Scientific Writing (3 credits; fully online) typically meets online for 8 units over the course of 15 weeks in regular semesters and 5 weeks in summer semesters. For each unit, students are required to work through online course pages and complete readings of the textbook and other relevant sources, and create a variety of documents including correspondence, job portfolios, feasibility reports, instruction manuals, and visual presentations. Other course requirements include peer review exercises, online quizzes, topic approval memos, and discussion boards. Students are required to submit at least five major projects, one of which is a collaborative writing project that includes a class presentation. In addition, the final product for the class is a formal decision-making report. To successfully complete this course, in a regular semester, students must spend a minimum 6-8 hours per week working in the course management system and another 5-7 hours in reading field-specific documents. For summer sessions, the workload is condensed and requires a total of about 20 hours per week, including all activities.

Instructor Course Overview:
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.

As this is an online course, you will be making frequent use of a computer and of Brightspace. I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your Brightspace/SFASU email once a day on weekdays, and for being aware of any information there. You can expect that work will be due in this course every week—the Course Timeline page in the Getting Started module and the other modules in the course outline when assignments are due.

REQUIRED TEXTS & MATERIALS

In addition to the books and materials below, there may be additional readings and handouts posted on Brightspace that you are responsible for reading.


*It doesn’t matter if your copy is new or used, or if it is a printed copy or an electronic copy—just as long as you have the 3rd edition material. Quizzes in this course will be based heavily on material from the text, and older editions might not contain the same information.*

2. Access to the Internet and Microsoft Word.

3. The ability to record video and audio and to upload it online. You do not need any specific model of web cam or microphone for this, and, in fact, many of you may have built-in cameras and microphones on your laptop, tablet, or phone. There will be one assignment in the course that requires you to record yourself delivering a presentation. In addition, access to a web cam and microphone will be needed for Zoom meetings.

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:
This course has been selected to be part of Stephen F. Austin State University’s 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.
Note: Assessment of these objectives at SFASU will be based on student work from core curriculum courses. With that being said, in the Fall 2019 semester no assignments from ENG 273 are being collected for university-wide assessment.

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, expository, 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).

OFFICE HOURS, EMAIL & OFFICE PHONE

Office Hours:
I will have five scheduled office hours each week. Four of these hours will be face-to-face and the remaining hour will be virtual. During face-to-face 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.

During the virtual office hour, I will be on Brightspace, ready to talk with you about any questions, comments, or concerns you have about the course or specific assignments. You will be able to contact me by logging onto the course and clicking on the Zoom meeting link that I will have posted as a news item on the course page. Since this feature allows communication with multiple students at a time, if you have
a private matter that you do not want others to hear, then let me know that you would like to discuss a private matter so that we can discuss the issue in a private Zoom meeting or email me. You can also come to my face-to-face office hours if you happen to be on campus.

If any of these scheduled office hours do not work for your schedule, please make an appointment to meet with me, either virtually or in person. I want to help you develop as a writer, and succeed in the course, so please come see me (virtually or in person) if you need assistance.

Email:
In regards to sending emails to your instructor, all emails sent to your instructor should be professional. In the email subject line please write ENG 273.593. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

I will typically only respond to emails on Tuesday’s, Thursday’s and Friday’s. With that being said, if you have a simple question that can be answered via email, feel free to email me at any time, but keep in mind that there may be a delay in you receiving a response from 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 or schedule an appointment at an alternate time if none of those times will work for your schedule.

***With that being said, I do expect you to, first, reference the syllabus or the assignment prompts provided 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, email me, or call my office.

Office Phone:
If you have a question and would like to speak to me over the phone, I can be reached at (936) 468-2427. If I am away from my desk and unable to take your call, feel free to leave a message so that I know to get in contact with you.

GRADES & EVALUATION

You will receive a more detailed assignment sheet for all major assignments notated with an asterisk (*) when we get closer to each assignment. In addition, 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.

Breakdown of Course Grade:
- Correspondence Assignment*: 5%
- Job Portfolio*: 15%
- Instruction Set*: 15%
- Research Analysis & Annotated Bibliography for Decision-Making Report*: 10%
- Decision-Making Report*: 20%
- Decision-Making Report Presentation*: 10%
- Daily Work (discussions, Zoom meetings, quizzes, other homework assignments) & Draft Review: 15%
- Final Exam: 10%

Calculation of Course Grade:
1. The grade for the Correspondence Assignment 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 Instruction Set is multiplied by .15, retaining one number past the decimal point.
4. The grade for the Research Analysis & Annotated Bibliography for Decision-Making Report is multiplied by .1, retaining one number past the decimal point.
5. The grade for the Decision-Making Report is multiplied by .2, retaining one number past the decimal point.
6. The grade for the Decision-Making Report Presentation is multiplied by .1, retaining one number past the decimal point.
7. The Daily Work and Draft Review grades are added together and then divided by the number of assignments. The resulting sum is multiplied by .15, retaining one number past the decimal point.
8. The grade for the final exam is multiplied by .1, retaining one number past the decimal point.

***Extra credit opportunities, if any, 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 related to major assignments.

Note on End of Semester Grading:
Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, 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 Brightspace, 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.

A: 90-100 (excellent performance)
B: 80-89 (above average performance)
C: 70-79 (average performance)
D: 60-69 (below average performance)
F: 0-59 (failure)

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.

Assignment Return Policy:
I generally grade and return major assignments 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 that assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an assignment received before meeting to discuss the assignment.

COURSE REQUIREMENTS: LEARNING MODULES, DAILY WORK, DRAFT REVIEW & THE FINAL EXAM

Learning Modules:
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links and material. Each module is also tied to the assigned reading in the textbook. Not reading the modules or material assigned from the textbook thoroughly is a sure way to hurt your chances of learning the subject matter this course addresses and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

Daily Work Assignments:
During each module, you will have some kind of informal writing or reading assignment, discussion board, Zoom meeting, and/or quiz to complete before the module’s end date. Each module will contain the instructions for these assignments as well as links to the assignments if need be.

For a bit more clarity about Discussions, Zoom meetings, and Draft Review see the information provided below:

Discussions
I will post topics for discussion; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Other times I will bring up issues in the discussion in order to clarify or enhance the discussion topic.

Zoom Meetings
We will have scheduled Zoom meetings throughout the semester that will be approximately one hour long and they are notated on the Course Timeline. If you cannot make a Zoom meeting, you will need to watch the recording of the meeting that will be posted to the discussion board; you will then respond in the form of a paragraph, in the same manner you do to the other discussions. Hopefully, most of you will be able to make the Zoom meeting at the scheduled time, but if not, you will be able to go to the discussion board (usually on the same day) and find the recording posted. From there, you will post your response to the discussions that took place in the meeting.

Draft Review
Some assignments will require posting a draft of an assignment ahead of the due date, as well as responding thoughtfully to the drafts of your group members. You will be placed in small groups for the purposes of posting drafts and peer critiques. Each peer review session will be graded as
such: 50 points are possible for submitting a draft (that meets the draft specifications requested for the session) to the peer review session and 50 points are possible for providing helpful feedback to your peer(s).

For the Job Portfolio assignment in particular, you will be required to submit a draft of your assignment to Career Services ahead of the due date to receive feedback.

In addition to reviewing your partner’s paper and getting feedback from a peer about your own paper, I am happy to go over essay drafts with you, **no less than one day in advance of an essay’s due date**, during office hours or during a mutually convenient appointment time.

Furthermore, there will also be extra credit opportunities offered throughout the semester for getting feedback from the AARC about a draft of your paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment and to produce quality final drafts.

**Remember:** Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts.

**Final Exam:**
There will be a comprehensive Final Exam given during finals week (see the Course Timeline for the date range during which the final will be open). Part of the exam will consist of questions pulled from the module quizzes from earlier in the semester, part of the exam will consist of open-ended short answer questions, and the long-answer portion of the final will call upon you to revise and/or write short documents in response to various scenarios.

**ASSIGNMENT SUBMISSION GUIDELINES & DOCUMENT FORMATTING**

All major assignments are to be submitted to the assignment’s designated Brightspace dropbox on the day the assignment is due. Daily work assignments may require submission in alternative means, such as in discussion boards. Read the instructions for each assignment closely to see how each assignment is to be submitted—and when in doubt, please ask in advance of the due date.

Unless otherwise stated on the assignment prompt for major assignments or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- If extra credit was offered for an assignment, email documentation to your instructor by the essay due date.
- Submit an electronic version of final drafts to Brightspace dropbox to be checked for plagiarism
- .docx format only (no PDFs)—Assignments submitted in the wrong format will be considered late.

**Document Formatting:**
All writing assignments 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.

**ATTENDANCE**
As this is an online course, there is no standard attendance policy. However, students are expected to log into Brightspace at least once a day, Monday through Friday, to check their course email, to check for any recent news announcements, and to stay on top of upcoming due dates. You should also check your MySFA email to ensure that you have not missed any email messages from your instructor.

**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. According to university policy, “Students with accepted excuses may be permitted to makeup work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.” [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.]

---

**LATE ASSIGNMENTS**

**This is not a self-paced course.** Technical writing in the workplace is deadline-oriented. To simulate this atmosphere, you are expected to turn in all assignments on time, and failure to do so will result in a grade deduction on the assignment for major assignments and, in the case of daily work, draft review assignments and the final exam, the late assignment will not be accepted.

All assignments (major assignments, daily work, draft reviews, and the final exam) are due by 11:59pm (United States Central Standard Time) unless otherwise specified on the assigned due date.

**Late Work (Daily Work):**
Late daily work will not be accepted other than for excused absences with proper documentation and your one Free Late Daily Work Pass (see below). Late daily work that is covered by an excused absence must be submitted within one week from the date provided on the student’s excused absence documentation and before the last day of class.

**Free Late Daily Work Pass:**
Because I understand that life happens sometimes, each student has one free late daily work pass known as an “Oops”. To use it, email me to tell me that you would like to use your Oops and then I will respond with further instructions. You will have one week from the assignment’s original due date (and before the last day of class) to complete and submit the assignment. 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). Due to the time-sensitive nature of draft review assignments, the late daily work pass will not apply towards these assignments.

**Late Work (Major Assignments):**
Any major assignments submitted late will receive a 10 point deduction per calendar day. Major assignments over 5 days late will automatically receive a 0.

**Note:** There will be a separate dropbox for each major assignment on Brightspace. 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 turning in an assignment late. Furthermore, if you are ever confused about where to turn in an assignment
or about how to complete an assignment, please 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,” “Brightspace 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 Brightspace submission issues when assignments must be submitted to Brightspace. If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace 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 Brightspace technical support to see about fixing the issue (see below for their contact information).

**Brightspace Technical Support:**
For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.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 Brightspace), contact the Help Desk at 936-468-HELP (4357) or at Help.sfasu.edu. To learn more about using Brightspace, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

---

**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.

*** 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.

**Course Citizenship:**
To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others 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.

**ACADEMIC DISHONESTY & TURNITIN.COM**

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.
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

Consequences of Academic Dishonesty in ENG 273.593:
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 unrevisable 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 assignments. As students in this course, you will provide me a considerable amount of 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 assignment and very well the class. You are only hurting yourself. If you have difficulty understanding an assignment, please speak with me during office hours. I am always happy to help. Furthermore, to prevent running low on time and completing an assignment at the last minute, which often leads to plagiarism, start working on the assignment a little at a time weeks in advance of the 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 major assignments electronically to Brightspace 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

A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFASU Policy on withheld grades:

**Semester Grades Policy (A-54):**
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. 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.

YOUR RIGHTS UNDER TITLE IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related
misconduct as outlined in Policy 2.13, the faculty member must share that information with the
University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not
have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

HELPFUL & FREE STUDENT RESOURCES

Academic Assistance and Resource Center (AARC):
The Academic Assistance and Resource Center is an award-winning program that provides free peer
tutoring for many entry-level courses. The AARC transforms the way students learn through online
resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor
reviews and learning teams both led by students who have successfully completed the course. We make it
easy for you to get the help you need!

What we do: Tutors can guide writers on specific kinds of sentence level support and overall essay
coherence by offering suggestions that do the following:

- clarify grammar rules,
- explain writing conventions,
- provide samples of writing that exemplify the topic being discussed,
- and guide writers as they revise and edit their own sentences.

Hours of Operation:
- 1:1 appointments: Sign up during the AARC’s open enrollment periods. (September 18 & 19)
- Ask a Tutor / Zoom: An AARC tutor is available to chat through a Zoom online meeting room
  from 3 p.m. to 7 p.m. Sunday. Visit the Online Resources page for more information.
- Walk-In Tables: Available 3 to 7 p.m. Monday through Thursday, writing walk-in tables are an
  "open lab" format. AARC laptops may be checked out or bring your own.
- Online Writing Lab (OWL): Log in to your Brightspace by D2L account and view your list of
  courses for more information.

Counseling Services:
The rigors of university pose unique forms of stress—stress that can significantly compound life’s other
challenges. If you are experiencing mental and emotional distress or if you just need to gain a new
perspective on personal issues, please make an appointment with a licensed counselor in SFASU’s
Counseling Services department. These services are free to any enrolled student. Do make use of this
excellent resource. They can be reached at (936) 468-2401. For more information, you can also go to
www.sfasu.edu/counselingservices.

Food for Thought Student Food Pantry:
The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA
students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled
for courses at SFA during the current semester and not have a mean plan. For more information, go to
www.sfasu.edu/foodforthought or call the Office of the Dean of Student Affairs at (936) 468-7249.

The Steen Library’s Resources:
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in
person, there is a wide range of full-text materials (including articles, e-books, and more) that you can
access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses 3 computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library and there are many next to the LINC Lab.

- Info Lab 1- on the first floor by the circulation desk
- LINC Lab- on the first floor by the Technical Support Center
- Info Lab 2- on the second floor by the Center for Teaching and Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson  
R.W. Steen Library  
Stephen F. Austin State University  
936-468-1896  
richardsjl3@sfasu.edu

(Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here: http://libguides.sfasu.edu.)

**COURSE TIMELINE**

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.

**Week 1: August 26-September 1**
- Complete Getting Started Module

**Week 2: September 2-September 8**
- Complete Module 1: Introduction to Technical Writing, Purpose, & Audience
- Major assignment to be introduced: Correspondence Assignment

**Week 3: September 9-September 15**
- Complete Module 2: Professional Correspondence
- Due September 13: Begin draft review of Correspondence Assignment
- Due September 14: Draft review due back to partner in discussion board by 11:59pm
- Due September 15: Correspondence Assignment

**Week 4: September 16-September 22**
- Begin Module 3: The Job Portfolio Project
- Major assignment to be introduced: Job Portfolio Project

**Week 5: September 23-September 29**
- Finish Module 3: The Job Portfolio Project
- Be working on your Job Portfolio documents
- Due September 25: Submit drafts of all Job Portfolio documents to Career Services for draft review
• Date & Time TBD: Career Services Presentation on Interview Skills—Zoom meeting

**Week 6: September 30-October 6**
• Complete Module 4: Graphics
• Be working on revising and editing your Job Portfolio documents based on the feedback Career Services gave you
• Due October 6: Job Portfolio Project

**Week 7: October 7-October 13**
• Begin Module 5: The Instruction Set Project
• Major assignment to be introduced: Instruction Set Project
• Due October 11: Mock Interview with Career Services
• Date & Time TBD: Instructions for Aliens Presentation by Ms. Kramer—Zoom meeting

**Week 8: October 14-October 20**
• Finish Module 5: The Instruction Set Project
• Be working on the Instruction Set Project
• Due October 16: Begin draft review of Instruction Set Project
• Due October 18: Draft review due back to partner in discussion board by 11:59pm
• Due October 20: Instruction Set Project

**Week 9: October 21-October 27**
• Begin Module 6: Research & Documentation
• Major assignment to be introduced: Decision-Making Report
• Major assignment to be introduced: Research Analysis & Annotated Bibliography for Decision-Making Report
• Date & Time TBD: Janie Richardson (Librarian) Presentation on Finding Sources—Zoom meeting

**Week 10: October 28-November 3**
• Finish Module 6: Research & Documentation
• Be working on the Research Analysis & Annotated Bibliography for Decision-Making Report
• Due October 30: Begin draft review of Research Analysis & Annotated Bibliography for Decision-Making Report
• Due November 1: Draft review due back to partner in discussion board by 11:59pm
• Due November 3: Research Analysis & Annotated Bibliography for Decision-Making Report

**Week 11: November 4-November 10**
• Complete Module 7: Formal Reports-Format and Structure
• Be working on the Decision-Making Report

**Week 12: November 11-November 17**
• Begin Module 8: The Decision-Making Report
• Be working on the Decision-Making Report

**Week 13: November 18-November 24**
• Finish Module 8: The Decision-Making Report
• Be working on the Decision-Making Report
• Due November 20: Begin draft review of Decision-Making Report
• Due November 22: Draft review due back to partner in discussion board by 11:59pm
• Due November 24: Decision-Making Report

**Week 14: November 25-December 1 [Thanksgiving Break]**
- Classes do not meet during this week, and no work is due in this course. Ms. Kramer will not be available for face-to-face or virtual office hours or appointments this week. Have a safe and relaxing break! 😊
- Module 9 will be open this week so you can get ahead if you want to.

**Week 15: December 2-December 8**
- Complete Module 9: The Decision-Making Report Presentation
- Due December 8: Decision-Making Report Presentation
- Past quiz results will be open for studying this week. All quizzes and quiz results will be hidden from view once the final exam opens next week, so **study sooner rather than later**.

**Week 16: December 9-December 13 [Final Exam Week]**
- Comprehensive final exam opens at 8:00am on Monday, December 9\(^{th}\) and remains available until 11:59pm on Wednesday, December 11\(^{th}\). You have 2 hours to complete the exam online from any location after you begin and it must be taken in one sitting. The exam can only be taken once. The final exam is required of all students—no exceptions.