Instructor: Kay Winfield  
Prereqs: Six hours of Freshman English passed with a C or better  
Classroom: NAC 116: We may occasionally meet in the Library or elsewhere and will be announced in advance.  
Email: kwinfield@nacisd.org (class number and section in subject line).

Course description  
ENG 273. Technical and Scientific Writing – “Study of the rhetorical principles involved in technical and scientific workplace writing. Emphasis on the production of professional documents, such as analytical reports, in both traditional and online formats. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in technical writing). Prerequisite: Six hours from ENG 131, ENG 132, or ENG 133.” General Bulletin, 2012-2013.

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’ll be part of the solution, not part of the problem. You’ll be able to write things that do what you need them to do without causing undue confusion, conflict, or offense.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**Student Learning Outcomes for ENG 273:**

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 and Teamwork).

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.), integrating visuals with text, and presenting information in an oral format. (This outcome aligns to the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

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 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, Communication Skills, and Personal Responsibility).

**Required texts and materials:**


A reliable way to store and transfer files (preferably a USB/Flash drive). Regular access to and ability to use D2L. Preferably, cloud backup of important files and projects.

Enough money to print and bind your instruction manual—particularly important if you want to present it in color. You will also need the necessary supplies to build your board game.

*Strongly recommended*—Any writing handbook, such as the one you may have been required to buy in English 131 and 132. Cheap older editions can be gotten from Amazon for cheap.

**Assignments:**

All writing assignments prepared outside of class must be typed. The format will vary for each writing assignment, depending on its purpose and audience. Ideally, the topics for your major assignments will relate to your major field and/or future professional interests. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.
You will be required to submit major assignments online to the drop box on our D2L page. The process is easy and can be completed entirely in D2L; I will carefully explain the process in class.

All assignments must be completed in the order in which they are given, and you must complete all the major assignments in order to pass this course. I will not accept any assignments more than one week late without an excuse, nor will I accept any assignments after the last class date.

**Grade determination:**

- Homework, daily work, quizzes, and drafts (Daily Grades) ........................................... 10%
- Thank you letter ............................................................................................................. 5%
- Letter of complaint or petition and answer .................................................................... 5%
- Job portfolio .................................................................................................................. 25%
  (job ad 2%, cover letter 5%, resume 10%, references sheet 3%, follow-up letter 5%)
- Decision-making report
  (including project proposal 10%, annotated bibliography 10%, report 80%) ...................... 25%
- Instruction manual (including project proposal 10%, manual 90%) ................................. 30%

Most major assignments will include intermediate drafts and other materials.

**Grading Standard:**

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s
struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Accommodations for Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, 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/.

Acceptable Student Behavior
As stated in Student Conduct Code, policy D-34.1, “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. 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. 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 projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

Attendance and Absences
You are expected to attend every meeting having done the assigned work and being ready to respond to the required readings. We will meet class on the NISD schedule, and all NHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance.
If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed: **it is not my responsibility to remind you to make up your assignments.** If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments.

If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment.

Please keep an eye on your absences. Regardless of the reason for your absence, you are responsible for all information and work covered in class. Due to the fast pace of the class, any quizzes and daily work missed cannot be made up without discussing the absence with me (preferably in advance).

**Participation**

Bring your relevant books and assignments to each class. Turn off cell phones, iPods, and anything else that makes noise. *I do not even want to see your cell phone during class.* If your cell phone rings or is visible, I will deduct points from your daily grade.

Be present in class in body as well as mind. It is crucial for you to participate in class discussions, activities, and assignments. If your behavior in class becomes disruptive, I will ask you to leave. I understand that you have very late nights sometimes, but if you are sleeping in class more than twice, I will start counting you absent.

**Extra Credit**

There will be times during the semester that I will announce extra credit assignments. Extra credit will only be assigned in class (it will not be posted on the website). Please do not ask me for individual extra credit.

**Email and Electronic Resources**

Correspondence relating to this course must be sent to my SFASU email or D2L. The subject line must be the class number and section. I may not certain to respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email unless I’ve solicited them, and unasked-for email attachments will not be opened.

**Plagiarism and Cheating**

I take plagiarism very seriously. According to SFASU Policies and Procedures:

> 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). If a student paper is found to have plagiarized passages, I will meet with the student, investigate the case, and decide on a suitable course of action, which may include an un-revisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

**Tentative week-by-week**
The following schedule is based on the average pace of previous semesters, and serves as a best guess. Small exercises, readings, quizzes, and revision opportunities will be added as necessary for the progress of the class. Deadlines will never be moved forward, but may be moved back if necessary.

**Weeks 1 & 2**
Getting started & Module 1

**Weeks 3-5**
Module 2

**Weeks 6-8**
Module 3

**Week 9**
Spring Break

**Week 10-15**
Module 4

**Week 16-18**
Module 5

**Week 18**
Final Exam Week