Syllabus for English 273.092

Semester: Spring 2019  
Instructor: Kristi Warren  
Course Section: ENG 273.092  
Email: warrenkr@sfasu.edu  
Meeting place: Ferguson 378  
Office: Liberal Arts North 230  
Meeting time: T/TH 9:30-10:45 am  
Office hours: T/Th 8:30-9:00 am; 2:00-4:00pm; by appt.

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

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 should be able to compose documents that communicate clearly without causing undue confusion, conflict, or offense. The focus will be on clear, concise, complete written communication. This level of communication requires a well-defined concept of "audience" and a carefully thought-out message.

Prerequisites
A grade of C or higher in English 131 and English 132 (or their equivalents)

Required Texts

You will need frequent access to D2L as well as a reliable way to store and transfer files (USB/Flash drive or cloud backup). Also required is the ability to record video and audio on your computer. You may have built-in cameras and microphones on your laptops or tablets; just be aware that there will be one assignment in the course requiring that you record yourself and your computer screen.

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

General Education Core Curriculum
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 objectives for all core courses: 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.

**English 273 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 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, expository, 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).

**Grade Determination**

Course assignments and exams will be weighted as follows:

- Daily Work, Homework, Drafts and Quizzes* 15%
- Correspondence Assignment 5%
- Job Portfolio 10%
- Decision Making Report project 20%
- Illustrated Instruction Manual 20%
- Presentation 10%
- Collaboration Project 10%
- Final Exam 10%

I will provide detailed descriptions and assignment sheets for major essays. These papers will also involve turning in pre-writing, a rough draft, and peer review in addition to your final draft. *Attendance and participation will be calculated into your final average for this section.
Grading
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), unless you are a dual credit student (you’ll receive a numerical grade). Here is a general description of my letter grades:

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned. See me as soon as possible.

NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, poor attitude, and tardiness can lower your final grade. I do not automatically round up.

Attendance & Punctuality
Class attendance is required. **Missing more than four classes can result in your final grade being dropped ten points for every additional day that you are absent.** Excused absences require official documentation. *Please read and understand the university policy on attendance and guidelines for excused absences.* Habitual tardiness will adversely affect your grade. If you come in after I take roll, see me immediately after class to make sure you were counted present. Absences will be posted in D2L.

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.

General Course Requirements
All writing assignments prepared outside of class must be typed. The format will vary for assignments, 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.

All major assignments must be completed in order to pass this course. All work must be done for this class for this semester (no recycled assignments from a previous attempt at taking this course, etc.).

I will NOT grade your assignment until you have submitted a copy to D2L.

Most major assignments will include intermediate drafts and other materials.

All major assignments will be graded according to rubrics that define the various aspects of each assignment (i.e. style, content, grammar, etc.). Rubrics will be available in D2L.

Although computer use will be an important part of our class, do not abuse your privilege by playing games, checking your email, etc. You may be asked to leave the classroom if you neglect the task at hand in order to engage in other computer activities.

You should also know:
- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- I generally grade and return major assignments within two weeks after they have been submitted.
- There are often quizzes at the beginning of class when reading was assigned.
- All D2L submissions should be saved as either Word or Rich Text files, as Turnitin.com does not support Mac Pages. Papers submitted in the wrong format will be considered late.

Missed Class and Late Work
I will not repeat information given in class to those who were late or absent. Get the cell number of a classmate in case you are ever miss class. You cannot make up missed in-class activities unless you have a documented, excused absence according to SFA policy. You will be marked absent if you leave early.

Papers are due by the time class begins. Major assignments received after class begins are considered late, will lose five points (or 5%) per day, and will not be accepted more than one week late. Homework assignments are due at the beginning of class and will not be accepted late.

If you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the due date and have what I view as a compelling reason to be granted an extension.

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

**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the library’s 1st floor (936) 468-4108.)

**Other Classroom Policies**
The number one rule in my classroom is to treat others respectfully. Come with a positive attitude and try to participate in and enjoy what we are learning. I welcome lively conversation but not rudeness.

Please put away your cell phones upon entering class unless you have a critical life situation that could require your immediate attention. Being on your phone in class is distracting and rude, so please show that you value our class time by NOT being on your phone.

**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.

Students who plagiarize will receive a zero on the assignment and a Report of Academic Dishonesty will be filed with the Dean’s office. Depending on the severity, plagiarism may result in failure of the course. With the exception of your resume, work is that is “recycled” from previous classes or semesters will also be counted as plagiarism.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Class Schedule**
Reading homework will be announced weekly. Changes may be necessary at times, so check D2L often!

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>T 1/22</td>
<td>Introduction &amp; Syllabus Review; plagiarism review</td>
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<tr>
<td></td>
<td>Th 1/24</td>
<td>Reader-Centered Technical Communication</td>
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<td>Date</td>
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<td>Topic</td>
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<tr>
<td>2/29</td>
<td>T</td>
<td>Memos, Letters, and Emails</td>
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<tr>
<td>1/31</td>
<td>Th</td>
<td><strong>Correspondence assignment due; Intro to the Job Portfolio Unit</strong></td>
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<tr>
<td>2/5</td>
<td>T</td>
<td>Responding to job ads with a Cover Letter</td>
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<td>2/7</td>
<td>Th</td>
<td>Writing effective resumes for your field</td>
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<td>2/12</td>
<td>T</td>
<td>LinkedIn and online professional profiles</td>
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<td>2/14</td>
<td>Th</td>
<td>Job letter and resume drafts and peer review</td>
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<td>2/19</td>
<td>T</td>
<td><strong>Job Portfolio due; Intro to the Decision-Making Report</strong></td>
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<td>2/21</td>
<td>Th</td>
<td>Persuasive report writing; criteria and support</td>
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<td>2/26</td>
<td>T</td>
<td><strong>Topic Proposal memo due</strong></td>
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<td>2/28</td>
<td>Th</td>
<td>Annotating sources for the DMR</td>
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<tr>
<td>3/5</td>
<td>T</td>
<td>Sample Citations/Annotations due</td>
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<td>3/7</td>
<td>Th</td>
<td><strong>Annotated Bibliography and Research Analysis due</strong></td>
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<tr>
<td>3/12</td>
<td>T</td>
<td>DMR draft due; peer review</td>
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<td>3/14</td>
<td>Th</td>
<td>No class – Student conferences (DMR due in dropbox by 3/17)</td>
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<td>3/19</td>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>3/26</td>
<td>T</td>
<td>Intro – creating an Illustrated Instruction Manual</td>
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<td>3/28</td>
<td>Th</td>
<td>Task Analysis and audience accommodation</td>
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<tr>
<td>4/2</td>
<td>T</td>
<td><strong>Topic Proposal Memo due</strong></td>
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<td>4/4</td>
<td>Th</td>
<td>In-class instruction analysis memo</td>
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<td>4/9</td>
<td>T</td>
<td>Instruction Manual drafts; peer review</td>
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<td>4/11</td>
<td>Th</td>
<td><strong>Instruction Manual due; Intro – Presenting Information</strong></td>
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<td>4/16</td>
<td>T</td>
<td>Effective Power Points and Prezis</td>
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<td>4/18</td>
<td>Th</td>
<td><strong>Easter Break</strong></td>
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<tr>
<td>4/23</td>
<td>T</td>
<td>Best practices for video presentations</td>
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<tr>
<td>4/25</td>
<td>Th</td>
<td><strong>Presentation assignment due; Intro – Collaboration Project</strong></td>
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<td>4/30</td>
<td>T</td>
<td>Steps for effective collaboration</td>
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<td>5/2</td>
<td>Th</td>
<td>Group work</td>
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<td>5/7</td>
<td>T</td>
<td>Group work</td>
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<tr>
<td>5/9</td>
<td>Th</td>
<td>Revision and Proofreading (written final)</td>
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<tr>
<td>5/16</td>
<td>Th</td>
<td><strong>Final Exam Day 8:00-10:30 am (Group Collaboration Presentations)</strong></td>
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