Course Syllabus

English 2311: Technical Writing
Section 005
Fall 2020

Instructor: Dr. Steve Marsden
Department: English and Creative Writing
Class Hours: 10:00 to 10:50 am via Zoom

Classroom: ZOOM meeting only
Phone: No physical office this semester
Office: See above
Email: Use Brightspace / D2L email with the subject line of the course and section. If brightspace email is down use marsdensj@sfasu.edu, emailing from your Jacks account.
Office Hours: T 6:00-7:30pm, R: 3-3:30pm F: 10am-1pm and by appt. Email for a Zoom link
Webpage: d2l.sfasu.edu – you are required to check daily

Prerequisite

Students must have earned a grade of C or higher in 6 hours of Freshman English (ENG 131 and 132 or their equivalents).

Official 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

The general objective of this course is to learn, improve, and demonstrate effective, appropriate use of written Standard English in the context of the professional workplace. This course introduces you to the essential elements of technical writing in a practical and progressive structure designed to emulate the real world. This course is both writing and reading intensive. You will produce a wide range of documents
commonly found in the workplace, including but not limited to instructions, reports, proposals, memos, letters, and presentations. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences.

The professional 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.

As this is an online course, you will be making frequent use of a computer and of Brightspace. You can expect that work will be due in this course every week – all of the due dates are listed on the Course Timeline page in the Getting Started material.

**Credit Hour Justification**

This information is a required inclusion on this syllabus, serving to clarify the amount of work required to succeed in this course:

ENG 2311 (aka 2311) - Technical and Scientific Writing (3 credits; fully online) typically meets online for 8 modules over the course of 15 weeks in regular semesters and 5 weeks in summer semesters. For each module, students are required to work through online course pages and complete readings in the textbook and from other relevant sources as assigned, and create a variety of documents that may include 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, including a decision-making report. To successfully complete this course in a regular-length semester, students must spend a minimum 6-8 hours per week working in the course management system (aka Brightspace) and another 5-7 hours in reading field-specific documents.

**Required Course Text and Materials**

![Practical Strategies](image)


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. Quizzes in this course will be based heavily on material from the text, and older editions might not contain the same information.

Also required: 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 requiring that you record yourself delivering a presentation.

**Official Course Outcomes and Objectives**

Note: The following information is a university-required inclusion on this syllabus.

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

**General Education Core Curriculum Objectives/Outcomes for English 2311**

Communication EEO 1: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

Communication EEO 2: To understand the importance of specifying audience and purpose and to select appropriate communication choices.

Communication EEO 3: To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

Communication EEO 4: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Communication EEO 5: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

Communication EEO 6: To develop the ability to research and write a documented paper and/or give an oral presentation.

**Student Learning Outcomes for English 2311**

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).

**General Education Core Curriculum**

**Note:** The following information is a university-required inclusion on this syllabus.

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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. In the Fall 2020 semester, however, no assignments from English 2311 are being collected for university-wide assessment.

**Deadlines and Late Work Policies**

**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 dropbox assignments on time, and failure to do so will result in a grade deduction on the assignment of 10% per calendar day. **No assignments will be accepted more than 4 calendar days late without a university excusable documented problem, and no assignments will be accepted after Sunday, December 6 11:59 PM.**

Drafts, peer critiques, discussions, in-Zoom-class activities, and quizzes must be posted/submitted by the due dates/times in order to receive any credit and will not be accepted late.

Any time that you experience extenuating circumstances and are unable to meet a deadline, please contact me immediately, in advance of the deadline, so that arrangements can be made for an extension if the situation warrants it.

As indicated on the Course Timeline, a few of the major assignments include a "grace period" due date, meaning that they will be accepted without question and without penalty up to 24 hours following their due dates - so if you find yourself running a bit behind on one of those particular assignments, you have a built in cushion of time in which to finish. Remember though, that after the grace period, you will be two days late.

**Course Communication and Zoom Meetings**

Course communication will occur primarily through Brightspace email, course news, discussions, and Zoom meetings. I will check my course email at least once a day, Monday through Friday, and will reply as quickly as possible. Course content will be delivered both in the content modules and in the Zoom meetings.

**Zoom Meetings**
We will meet regularly on Mondays and most Wednesdays (see the attached class schedule) during the scheduled class time for the course. Fridays, I’ll be available by email for scheduling Zoom office hours, but we won’t meet formally.

Many, but not all Zoom sessions will have class activities attached: peer review of papers, brief in-class quizzes or credit-bearing discussions. If you’re not present for one of these, there’s no way to get the credit. You can max out with 25 points from these activities: more will be offered.

Attendance

You are expected to attend Zoom meetings or watch the recordings. Students are also 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.

Phone Messages and Email

During regular "work day hours" (8 to 5, Monday through Friday), I am employed full-time in the Center for Teaching & Learning (CTL). While you may reach me by phone during those hours if you have a quick question, be aware that I am often conducting faculty workshops, attending meetings, and otherwise away from my desk -- so it is possible that someone else will answer when you call. (Which is no problem at all -- they can take a message for me.)

Don’t be concerned if you call and I answer with “Center for Teaching & Learning, this is Laura…” Since most of the calls I get are from other faculty, I usually introduce myself by first name when I answer the phone.

When in doubt, try contacting me by email in Brightspace. If you send me an email outside of Brightspace, please include "2311" somewhere in the subject line. Otherwise, your message may be easily lost amongst the large volume of email I receive each day.

Technical Difficulties

If at any point during the course you experience technical difficulties in Brightspace, please let me know immediately. Keep in mind that a technical glitch in Brightspace does not excuse you from completing and submitting assignments on time. If you ever find yourself unable to submit an assignment through Brightspace, for example, you should submit it as an email attachment instead. And if email in Brightspace isn't working, then send Dr. Marsden your assignment through regular campus email (at marsdensj@sfasu.edu).

Also be aware that you can contact Andra Floyd, the Student Support Specialist for distance education, by email (afloyd@sfasu.edu) or phone (936-468-1919) for technical help. Andra is an expert at helping students solve technical difficulties in Brightspace.

Assignments and Assessments

Unless otherwise specified, all writing assignments must be typed and submitted as a Microsoft Word document (with a .docx extension) online through Brightspace. All assignments will be graded for proper
format, soundness of content, attention to rhetorical context, resourcefulness, grammar, mechanics, and (when specified by the assignment) document design.

Assignments submitted in an incorrect file type will be counted as late (and a grade deduction made accordingly) until an acceptable file type is submitted. After submitting an assignment, it is the student's responsibility to check their dropbox folder to verify that the correct file was submitted.

All assignments must be completed in the order in which they are given, and **all three key assignments must be completed in order to pass the course**.

Be aware that your instructor will be running your course work through Turnitin, a plagiarism detection service. Use of Turnitin is required in the Department of English.

**Major assignments**

There are five major assignments in this class, of varying lengths and with varying point values. **The three key assignments are the Job Portfolio, the Recommendation Report, and the Instruction Set.** Failure to complete any of the three key assignments will automatically result in a grade of F for the course.

The major assignments are as follows:

- Project 1: Job Portfolio
- Project 2: Research Analysis & Annotated Bibliography
- Project 3: Recommendation Report
- Project 4: Instruction Set
- Project 5: Video Presentation

**Quizzes and Exams**

There will be seven module quizzes, worth 15 points each. The quizzes will cover material from the assigned chapters in the text book as well as material from the course content modules. Due dates for each quiz are listed in the Course Timeline.

There will also 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.

If you need special accommodations regarding the length of time allowed on quizzes and exams, be sure to contact the Office of Disability Services to complete the necessary paperwork.

**Drafts & peer critiques**

Some assignments will require posting a partial draft ahead of the due date, as well as responding thoughtfully to the drafts of your group members. You’ll be working in small groups for the purposes of posting drafts and peer critiques.
## Grade Determination

The table below provides a breakdown of each graded course activity and how many points each is worth. (If changes become necessary due to unforeseen circumstances, an announcement will be posted in the course.)

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Job portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Research analysis &amp; annotated bibliography</td>
<td>75</td>
</tr>
<tr>
<td>Recommendation report</td>
<td>100</td>
</tr>
<tr>
<td>Instruction set</td>
<td>100</td>
</tr>
<tr>
<td>Video presentation</td>
<td>75</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Smaller Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence assignment</td>
<td>40</td>
</tr>
<tr>
<td>Report topic memo</td>
<td>20</td>
</tr>
<tr>
<td>Instruction set topic memo</td>
<td>20</td>
</tr>
<tr>
<td>Editing exercise</td>
<td>20</td>
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</table>

<table>
<thead>
<tr>
<th>Discussions</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Yourself discussion</td>
<td>5</td>
</tr>
<tr>
<td>2 module discussions @ 10 points each</td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Drafts &amp; Peer Critiques</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Portfolio draft</td>
<td>15</td>
</tr>
<tr>
<td>Job Portfolio peer critiques</td>
<td>15</td>
</tr>
<tr>
<td>Report draft</td>
<td>15</td>
</tr>
<tr>
<td>Report peer critiques</td>
<td>15</td>
</tr>
<tr>
<td>Instruction Set draft</td>
<td>15</td>
</tr>
<tr>
<td>Instruction Set peer critiques</td>
<td>15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quizzes &amp; Exams</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 module quizzes @ 15 points each</td>
<td>105</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
</tbody>
</table>

| Miscellaneous                                           |        |
Learning Agreement quiz | 5 points  
Copyright Agreement | 1 point  
Zoom meeting participation (PE, activities, quizzes at 1-2pts) | 25 points max (more will be offered)  

**Total possible points** | **901**

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. Scores round up to the full point.

**Minimum points required for an A........811**

**Minimum points required for a B........721**

**Minimum points required for a C........635**

**Minimum points required for a D........540**

*Any score below 540 points will result in an F for the course; scores will not be curved.*

**Extra credit**

At the instructor’s discretion, extra credit opportunities may be made available during the semester, and will be announced to the entire class and made available to everyone equally.

**Using the Steen Library’s Resources**

**(on-campus and from a distance)**

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

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

(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](http://libguides.sfasu.edu).)

**Other Course Policies**
Academic integrity

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.

Cheating and plagiarism are not tolerated in this course. **Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, and usually also a failing grade in the course. Rewrites and second chances are seldom permitted. All assignments you submit will be checked for plagiarism via Turnitin.**

In addition, all work submitted in this course must be 1) written by YOU and 2) written THIS semester, for THIS specific section of this course (not recycled from any other course you've taken, here or elsewhere, and not recycled from any previous time you may have attempted this course). If it is discovered that you have turned in a "recycled" assignment, you will receive an F (zero) for that assignment.

The following is taken from the University Policy and Procedures Manual (online), Section 4.1 of Academic Affairs:

**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.


Acceptable Student Behavior

A recent policy from the Provost’s Office states, “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, policy D-34.1). 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.”

Withheld grades
A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFA 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**

There may be some material in this course that requires listening to audio files or watching videos in order to complete an assignment. The vast majority of the course material is text based and easily accessible. There are some PDF files included in the course materials. Any students having difficulties accessing or reading those files (or any other materials in the course) should contact Dr. Marsden for assistance.

Here is the official SFA policy regarding students with disabilities:

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

**Course timeline and due dates**

See the Course Timeline page in the Getting Started module for a schedule of all due dates. Module-by-module reading assignments will be given in the modules themselves.

**English 2311 Course Timeline  
Fall 2020**

*Subject to changes and corrections as needed; any changes will be posted to the course news.*

**Note:** All due times are 11:59 PM unless otherwise specified.

**Zoom meetings are held during the standard meeting time of the course, Monday and Wednesday, unless as noted below.**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Getting started  | Week 1 | Monday, August 24 | **Zoom Meeting**  
Begin the getting started activities.  
Buy your textbook -- you will need it to succeed on the Module 1 quiz next week. |
|                  |      | Saturday, August 29| Deadline for completing all activities in the Getting Started module:  
- Upload a picture to your Brightspace user profile  
- Post to the Introduce Yourself discussion  
- Complete the Copyright Permission Agreement quiz  
- Complete the Learning Agreement quiz with a perfect score |
| **Module 1:**    | Week 2 | Monday, August 31 | **Zoom Meeting #**  
Start reading the module material and assigned chapters from the textbook.  
Module 1 quiz opens |
| Correspondence   |      | Wednesday, September 2 | **Zoom Meeting** |
| and Audience     |      | Saturday, September 5 | Due date for the following:  
- Correspondence assignment  
Module 1 quiz |
<table>
<thead>
<tr>
<th>Module 2: The Job Portfolio project</th>
<th>Week 3</th>
<th>Monday, September 7</th>
<th>Begin Module 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Start reading module material and assigned chapters from the textbook.</td>
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<td></td>
<td></td>
<td></td>
<td>• Module 2 quiz opens.</td>
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<tr>
<td>Wednesday, September 9</td>
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<td>Zoom Meeting</td>
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| Saturday, September 12            | Due date for the following:          |                           |
|                                   | • Module 2 discussion post           |                           |
|                                   | • Module 2 quiz                     |                           |
|                                   | *(Ungraded)* Sign up for a group     |                           |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Monday, September 14</th>
<th>Zoom Meeting</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Start planning and drafting your Job Portfolio documents.</td>
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<tr>
<td>Wednesday, September 16</td>
<td>Zoom Meeting</td>
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<tr>
<td></td>
<td>Before class. Draft due (of either the resume or the cover letter), posted to your group’s draft discussion board</td>
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</table>

| Friday, September 18              | 3 peer critiques due -- critiques of three drafts, posted as replies on your group's draft discussion board |

<p>| Saturday, September 19            | Due date for the following:          |
|                                   | Job Portfolio assignment             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, September 20</td>
<td>Grace period window of time for submitting the Job Portfolio assignment without late penalty closes at 11:59 PM</td>
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<tr>
<td></td>
<td><strong>Module 3:</strong> Research &amp; Documentation</td>
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<tr>
<td>Monday, September 21</td>
<td><strong>Begin Module 3</strong></td>
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<td></td>
<td><strong>Zoom Meeting</strong></td>
<td>Start reading module material and assigned chapters from the textbook.</td>
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<tr>
<td></td>
<td>• Module 3 quiz opens.</td>
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<tr>
<td>Wednesday, September 23</td>
<td><strong>Zoom Meeting</strong></td>
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<tr>
<td>Saturday, September 26</td>
<td>Due date for the following:</td>
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<td></td>
<td>• Report Topic memo assignment</td>
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<td></td>
<td>Module 3 quiz</td>
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<tr>
<td>Week 6</td>
<td><strong>Monday, September 28</strong></td>
<td>Zoom Meeting</td>
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<tr>
<td></td>
<td><strong>Get instructor approval on your topic today or early this week, and get started on your research as soon as possible.</strong></td>
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<tr>
<td>Wednesday, September 30</td>
<td><strong>Zoom Meeting</strong></td>
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<tr>
<td>Saturday, October 3</td>
<td>Due date for the following:</td>
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<tr>
<td></td>
<td>• Research Analysis &amp; Annotated Bibliography assignment</td>
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<tr>
<td>Sunday, October 4</td>
<td>Grace period window of time for submitting the Research Analysis &amp; Annotated Bibliography assignment without late penalty closes at 11:59 PM.</td>
<td></td>
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</tbody>
</table>
| Module 4: The Recommendation Report Project | Week 7 | Monday, October 5 | Begin Module 4
Zoom Meeting
Start reading module material and assigned chapters from the textbook.
  - Module 4 quiz opens. |
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<tbody>
<tr>
<td></td>
<td>Wednesday, October 7</td>
<td></td>
<td>Zoom Meeting</td>
</tr>
</tbody>
</table>
|   | Saturday, October 10 |   | Due date for the following:
Module 4 quiz |
| Week 8 | Monday, October 12 |   | Zoom Meeting
Keep working on drafting your report. Have something to show for the meeting. |
|   | Wednesday, October 14 Mid Semester |   | Zoom Meeting
Report draft due before class, posted to your small group’s discussion board. (See the discussion instructions for information about what the draft must include.) |
|   | Friday, October 16 |   | 3 peer critiques due – critiques of three drafts, posted as replies on your group's draft discussion board |
|   | Saturday, October 17 |   | Due date for the following:
Recommendation Report assignment |
|   | Sunday, October 18 |   | Grace period window of time for submitting the Report assignment without late penalty closes at 11:59 PM |

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| Module 5: Graphics | Week 9 | Monday, October 19 | Begin Module 5  
| Zoom Meeting  
Start reading the module content and assigned chapters from the textbook.  
- Module 5 quiz opens. |
| Wednesday, October 21 | No zoom meeting this week.  
Last day to withdraw without WP or WF |
| Saturday, October 24 | Due date for the following:  
- Module 5 discussion post  
Module 5 quiz |
| **Module 6: The Instruction Set Project** | Week 10 | Monday, October 26 | **Zoom Meeting**  
**Begin Module 6**  
Read module material and assigned chapters from the textbook  
Module 6 quiz opens. |
| Wednesday, October 28 | **Zoom Meeting** |
| Saturday, October 31 | Due date for the following:  
- Instruction Set topic memo  
- Module 6 quiz |
| **Week 11** | **Monday, November 2** | **Zoom Meeting**  
Watch for instructor approval of your topic early this week and start planning your Instruction Set and taking the photos (or creating the graphics) you will need. |
### Wednesday, November 4
**Zoom Meeting**
Before class: Draft due (of at least 2 pages of the instruction set body), posted to your group’s draft discussion board.

### Friday, November 6
3 peer critiques due – critiques of three drafts, posted as replies on your group’s draft discussion board.

### Saturday, November 7
Due date for the following:
Instruction Set assignment

### Sunday, November 8
*Grace period window of time for submitting the Instruction Set assignment without late penalty closes at 11:59 PM*

### Module 7: The Presentation Project  
**Week 12**

### Monday, November 9
**Begin Module 7**
**Zoom Meeting**
Begin reading the module material and assigned chapters from the textbook
- Module 7 quiz opens.

### Wednesday, November 11
**No Zoom meeting this week**

### Saturday, November 14
Optional, extra credit discussion due: “Building a Better Slide”

### Week 13

### Monday, November 16
**Zoom Meeting**
Take time early this week to practice using the technology you’ll need for the presentation assignment.

### Wednesday, November 18
**Zoom Meeting**

### Saturday, November 21
Due date for the following:
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Nov 22-28</th>
<th>Eat Turkey or Something: Holiday</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 8:</strong> Editing and Revising</td>
<td></td>
<td>Begin Module 8 Zoom Meeting</td>
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<td></td>
<td>Start reading the module material and assigned chapters from the textbook. <em>There is no quiz in this module.</em></td>
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<td></td>
<td>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, so study sooner than later.</td>
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<td>Wednesday, December 2</td>
<td>Zoom Meeting</td>
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<td>Saturday, December 5</td>
<td>Due date for the following:</td>
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<td>Sunday, December 6</td>
<td>• Optional Revision Assignment</td>
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<td></td>
<td><strong>Final Exam Week</strong></td>
<td>Comprehensive final exam opens at 8:00 AM on Monday, December 7 and remains available through 8:00 PM on Wednesday, December 9. Can be taken online from any location.</td>
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<td>Required of all students -- no exceptions.</td>
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</tbody>
</table>

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