Instructor Course Overview

In English 2311, we will learn and practice how to write technical and scientific information for various readers. We will begin by discussing collaboration and project management, especially in regards to time management and communicating effectively with colleagues, as well as other basic knowledge expectations for technical and scientific writers. As we progress in the course, we will discuss data visualizations and usability testing, as well as practice writing several genres of technical writing, including instructions and reports.

To that end, we 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 workplace is plagued by inefficient, incorrect, and sometimes unethical writing. Our goal is that you will be able to write documents that do what you need them to do without causing undue confusion, conflict, or offense for your audience.

Furthermore, throughout the semester we will explore how to shift our writing to accommodate the needs of our readers and the stakeholders of our work. This rhetorical point of view is the essential starting point for good technical and scientific writing in many fields.

At the end of the semester we will practice video presentations.

General Course Description & Credit Hour Justification

Course description from 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): ENGL 1301, ENGL 1302; ENGL 1303

Credit hour justification:

ENGL 2311 - 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.

Required Texts & Materials

In addition to the books and materials below, there are 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 a computer, the internet and Microsoft Word.

   *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 and updates) 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.*

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 1301 and 1302.

Course Outcomes

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

General education core curriculum:

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

By enrolling in ENGL 2311–Technical and Scientific Writing you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, written and oral communication, teamwork, and personal responsibility requirement.

Note: Assessment of these objectives at SFASU will be based on student work from core curriculum courses. With that being said, in the Fall 2020 semester no assignments from ENGL 2311 are being collected for university-wide assessment.

General education core curriculum objectives/outcomes:

1. **Critical Thinking.** Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

2. **Communication Skills.** Students will be instructed in and will apply communication skills to include development, interpretation and expression of ideas through written, oral, and visual communication.

3. **Teamwork.** Students will be instructed in and will apply, practice, and demonstrate teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. **Personal Responsibility.** Students will be instructed in and will apply, practice, and demonstrate personal responsibility to include the ability to connect choices, actions, and consequences of ethical decision-making.

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title &amp; Due Date</th>
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<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Measures of Excellence Discussion (September 6, 2020)</td>
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<td>Career Exploration Activities Reflection (September 13, 2020)</td>
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<td>Resume Analysis Discussion (September 27, 2020)</td>
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<td>Document Design Practice Discussion (October 4, 2020)</td>
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<td>Data Visualization Analysis Discussion (October 11, 2020)</td>
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<td>Instructions Analysis Discussion (October 16, 2020)</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
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<td>Reflections Memo (October 18, 2020)</td>
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<td>Instruction Set (October 25, 2020)</td>
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<td>Research Analysis &amp; Annotated Bibliography (November 8, 2020)</td>
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<td>Decision-Making Report (November 22, 2020)</td>
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<td>Correspondence Assignment (September 20, 2020)</td>
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<td>Job Portfolio (October 11, 2020)</td>
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<td>Decision-Making Report Presentation (December 6, 2020)</td>
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<td>Memos, discussion board assignments, reflection assignments, and draft review assignments (Varying due dates throughout the course)</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<td>Correspondence Assignment Draft Review (September 18, 2020)</td>
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<td>Document Design Practice Discussion (October 4, 2020)</td>
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<td>Instructions Analysis Discussion (October 18, 2020)</td>
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<td>Instruction Set Usability Testing (October 23, 2020)</td>
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ENGL 2311 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. (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. (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. (Critical Thinking, Communication Skills, and Personal Responsibility)

4. Work in groups to produce and critically evaluate documents, integrating different points of view. (Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility)

5. Use critical-thinking skills and exhibit technical proficiency in the invention and composing processes. (Critical Thinking and Communication Skills)

6. Understand ethical considerations in technical and professional writing, understanding the consequences of communication acts. (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. (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. (Critical Thinking, Communication Skills, and Personal Responsibility)

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 be sure to follow the modules from beginning to end to ensure that you do not miss anything.*

**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:

1. **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.

2. **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 complete an alternate assignment based on the recording in the same way you complete other discussion assignments.

3. **Draft review**- Some assignments will require posting a draft of an assignment ahead of the final draft due date, as well as responding thoughtfully to the draft(s) of your peer(s). 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 is as close to finished as possible) to the draft review session and 50 points are possible for providing helpful feedback to your peer(s) by the deadline set.

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 peer’s paper and getting feedback from a peer about your own paper, I am happy to go over assignment drafts with you, **no less than two days in advance of an assignment’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.

**Note:** 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 1 of the exam will consist of questions pulled from the module quizzes from earlier in the semester, and part 2 of the exam is a long-answer reflection question.

**Grades & Evaluation**

You will receive a detailed prompt 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.

**Course Grade Breakdown**

- **Decision-Making Report** 20%
- **Job Portfolio** 15%
- **Instruction Set** 15%
- **Daily Work & Draft Review** 15%
- **Research Analysis & Annotated Bibliography** 10%
- **Decision-Making Report Presentation** 10%
- **Final Exam** 10%
- **Correspondence Assignment** 5%

**Calculation of course grade:**

1. The grade for the Decision-Making Report is multiplied by .2, 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 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.

5. The grade for the Research Analysis & Annotated Bibliography is multiplied by .1, 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 grade for the final exam is multiplied by .1, retaining one number past the decimal point.

8. The grade for the Correspondence Assignment is multiplied by .05, 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.

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)

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

Note 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.

**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.

**Assignment Submission Guidelines & Document Formatting**

**Assignment submission guidelines:**

All major assignments are to be submitted to the assignment’s designated Brightspace dropbox by the date and time specified as the assignment’s due date. 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 assignment’s 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 (limited to MLA or APA).

**Attendance**

Just as in face-to-face courses, attendance in online courses is required of all students. Before the twelfth class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete **at least two** of these assignments on time will result in students being reported as “non-attending” with no possibility for reinstatement.

**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 make up 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 Class Attendance policy at [http://www.sfasu.edu/policies/class-attendance-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-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 **11:59 PM (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 two Free Late Daily Work Passes (see below). Late daily work that is covered by an excused absence must be submitted by the established make-up due date and before the last day of class.

**Free late daily work passes:**

Because I understand that life happens sometimes, each student has two free late daily work passes, otherwise known as an “Oops.” To use an Oops, email me to tell me that you would like to use your Oops on _____ assignment, 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 these two “oops” assignments, 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/usability test 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 submission 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 by D2L

You will be engaging with the course via Brightspace by D2L. Some required course readings will be there, as well as assignment prompts, the course syllabus, and the course calendar. Your course assignments will be submitted here, too. Your grades will also be recorded and accessible here. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions.

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.
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

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 this course:

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

Note: Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the internet. Do not be tempted to have other people “help” you write your assignments. As students in this course, you will provide me a considerable amount of daily work 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](http://www.turnitin.com).

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. To receive a WH, the student must have completed a majority of the course. If a WH is given, 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**

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/](http://www.sfasu.edu/disabilityservices/).

**Discrimination/Sexual Harassment**

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.

SFA Policy on Face Masks & Social Distancing

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Community Standards. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Helpful and Free Student Resources

Academic Assistance and Resource Center (AARC):

The AARC provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI.

Contact information:
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library

For more information about the services provided, visit them on the web: http://www.sfasu.edu/aarc.

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.
The Office of Community Standards:

The mission of the SFASU Office of Community Standards is to guide students through the conduct process in a learner-focused manner that provides a foundation for success, a commitment to responsible citizenship in a global and diverse community and a desire to make positive lifestyle choices based on the core values of integrity, honesty, accountability, civility and respect.

Services

The services that they offer, as outlined on their webpage, include Key Services Temporarily Needed (KSTN), absence notifications, and the Early Alert program. KSTN and absence notifications are discussed in more depth below.

KSTN - Key Services Temporarily Needed

The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. While there is not always an answer for every situation, much of the time, there are successful ways of addressing students’ temporary needs. The success of this program comes from the cooperation of SFA’s student-centered faculty and staff.

A few of the past conditions for which students have received assistance are broken bones, sprained joints, minor surgeries, and pregnancy complications. Examples of assistance that some students have received are assistance with obtaining copies of class notes, extended travel time across campus between classes, online assignments, and assistance with test taking. Each student is assessed individually and every endeavor is made to work with instructors to find workable answers appropriate to the particular course.

The various conditions addressed under this program do not meet criteria for the Americans with Disabilities Act and any assistance offered through the KSTN program is not to be considered acknowledgement of an ADA qualifying condition.

Absence Notifications

Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards and request an absence notification be sent to their instructors. These notifications are not excuses. They are provided as a courtesy to the student and the student's instructor(s) and are not an evaluation of the information received by this office.

Students requesting an absence notification should be prepared to give the Office of Community Standards their name, ID number, date(s) of the absence, reason for the absence, and a contact phone number. Students should also be prepared to offer documentation of the absence to their instructors. As per University policy Class Attendance 6.7, an instructor may determine the nature of satisfactory documentation.

For more information, go to http://www.sfasu.edu/judicial/ or call (936) 468-2703.

The Pantry:
The primary purpose of The Pantry is to lead the way in the reduction of food insecurity on the SFA campus through identifying and raising awareness of campus-specific needs, and collaborating with campus departments and student organizations. All registered SFA students are able to receive food distribution. The Pantry is located on the 3rd floor of the Baker Pattillo Student Center in the Commons.

For more information, go to http://www.sfasu.edu/studentaffairs/1319.asp or call Molly Moody, assistant director student engagement, at (936) 468-1088.

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.

1. Info Lab 1- on the first floor by the circulation desk
2. LINC Lab- on the first floor by the Technical Support Center
3. Info Lab 2- on the second floor by the Center for Teaching & 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.

Open SFA/COVID-19 resources & information:

Obviously, this Fall 2020 semester is not a “normal” semester because there is a global pandemic. However, SFA is committed to making the semester as normal and safe as possible. You can find out more information about COVID-19 testing, statistics, and protocols here: http://www.sfasu.edu/fall2020.

Course Timeline

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.
Note: All due times are 11:59 PM unless otherwise specified. All due dates/times are in United States Central Standard Time.

Week 1- Getting Started Module (August 24-August 30, 2020)

• Getting Started Module opens on 8/24
• Read Chapter 1 of textbook
• Complete “Getting to Know You” discussion by 8/30
• Complete “Getting Started Module Quiz” by 8/30
• Schedule Mock Interview appointment by 8/30-- Select a date between 9/30 and 10/16
• Complete “Copyright Permission” quiz by 8/30
• Complete “Zoom Meeting #5 Survey” by 8/30

Week 2- Module 1: Introduction to Technical Writing, Purpose, Audience & Collaboration (August 31-September 6, 2020)

• Module 1 opens on 8/31
• Read Chapters 3 & 4 of textbook
• “TypeFocus Assessments” assignment introduced
• Attend Zoom meeting #1 at 2:00 PM on 9/1 (or complete alternate assignment if unable to attend)
• Complete “Measures of Excellence” discussion by 9/6
• Complete “Scheduling Preparation” assignment by 9/6
• Complete “Module 1 Quiz” by 9/6

Week 3- Module 2: Professional Correspondence (September 7-13, 2020)

• Module 2 opens on 9/7
• Read Chapter 9 of textbook
• “Correspondence Assignment” introduced
• Complete Zoom meeting #1 alternate assignment by 9/9 if you were unable to attend the meeting
• Complete “TypeFocus Assessments” assignment by 9/13
• Complete “Career Exploration Activities Reflection” discussion by 9/13
• Complete “Module 2 Quiz” by 9/13

Week 4- Module 3: Writing with Clarity (September 14-20, 2020)

• Module 3 opens on 9/14
• Read Chapter 6 and Appendix B of textbook
• Attend Zoom meeting #2 at 2:00 PM on 9/15 (or complete alternate assignment if unable to attend)
• Submit draft of “Correspondence Assignment” to discussion board for draft review by 9/16
• Submit “Correspondence Assignment” draft review feedback to peer(s) in discussion board by 9/18
• Submit final draft of “Correspondence Assignment” to dropbox by 9/20
• Complete optional “Correspondence Assignment” AARC extra credit opportunity by 9/20
• Complete “Module 3 Quiz” by 9/20

Week 5- Module 4: The Job Portfolio (September 21-27, 2020)
• Module 4 opens on 9/21
• Read Chapter 10 of textbook
• “Job Portfolio” assignment introduced
• Attend Zoom meeting #3 at 2:00 PM on 9/22 (or complete alternate assignment if unable to attend)
• Complete Zoom meeting #2 alternate assignment by 9/23 if you were unable to attend the meeting
• Complete “Resume Analysis” discussion by 9/27
• Complete “Module 4 Quiz” by 9/27

Week 6- Module 5: Document Design (September 28-October 4, 2020)

• Module 5 opens on 9/28
• Read Chapter 7 of textbook
• Attend Zoom meeting #4 at 2:00 PM on 9/29 (or complete alternate assignment if unable to attend)
• Complete Zoom meeting #3 alternate assignment by 9/30 if you were unable to attend the meeting
• Submit drafts of cover letter, resume, and references page to CCPD for draft review by 9/30
• Complete phase 1 of “Document Design Practice” discussion activity by 10/2
• Complete phase 2 of “Document Design Practice” discussion activity by 10/4
• Complete “Module 5 Quiz” by 10/4

Week 7- Module 6: Graphics (October 5-11, 2020)

• Module 6 opens on 10/5
• Read Chapter 8 of textbook
• Complete Zoom meeting #4 alternate assignment by 10/7 if you were unable to attend the meeting
• Complete “Data Visualization Analysis” discussion by 10/11
• Complete optional “Data Visualization Exercise” extra credit opportunity by 10/11
• Complete “Module 6 Quiz” by 10/11
• Submit final draft of “Job Portfolio” assignment to dropbox by 10/11

Week 8- Module 7: The Instruction Set (October 12-18, 2020)

• Module 7 opens on 10/12
• Read Chapter 14 of textbook
• “Instruction Set” assignment introduced
• Complete “Instruction Set Topic Memo” by 10/14
• Complete Mock Interview with CCPD by 5:00 PM on 10/16
• Complete phase 1 of “Instructions Analysis” discussion activity by 10/16
• Complete phase 2 of “Instructions Analysis” discussion activity by 10/18
• Complete “Reflections Memo” assignment by 10/18
• Complete “Module 7 Quiz” by 10/18

Week 9- Module 8: Ethical and Legal Obligations (October 19-25, 2020)

• Module 8 opens on 10/19
• Read Chapter 2 & Appendix A of textbook
• Submit draft of “Instruction Set” assignment to discussion board for usability testing by 10/21
• Submit “Instruction Set” assignment usability test feedback to peer(s) in discussion board by 10/23
• Submit final draft of “Instruction Set” assignment to dropbox by 10/25
• Complete optional “Instruction Set” assignment AARC extra credit opportunity by 10/25
• Complete optional “Plagiarism Practice” extra credit opportunity by 10/25
• Complete “Module 8 Quiz” by 10/25

Week 10- Module 9: Research (October 26-November 1, 2020)

• Module 9 opens on 10/26
• Read Chapter 5 of textbook
• “Research Analysis & Annotated Bibliography” assignment introduced
• “Decision-Making Report” assignment introduced
• Attend Zoom meeting #5 at TBA on 10/27 (or complete alternate assignment if unable to attend)
• Complete “Report Topic Memo” by 10/28
• Complete CREDO “Choosing a Database Quiz” by 11/1
• Complete CREDO “Search Techniques Quiz” by 11/1
• Complete CREDO “Choosing and Using Keywords Quiz” by 11/1
• Complete “Module 9 Quiz” by 11/1

Week 11- Module 10: The Decision-Making Report (November 2-8, 2020)

• Module 10 opens on 11/2
• Read Chapter 13 of textbook
• Complete Zoom meeting #5 alternate assignment by 11/4 if you were unable to attend the meeting
• Submit draft of “Research Analysis & Annotated Bibliography” assignment to discussion board for draft review by 11/4
• Submit “Research Analysis & Annotated Bibliography” assignment draft review feedback to peer(s) in discussion board by 11/6
• Complete optional “Research Analysis & Annotated Bibliography” assignment Janie Richardson meeting extra credit opportunity by 11/6
• Submit final draft of “Research Analysis & Annotated Bibliography” assignment to dropbox by 11/8
• Complete “Module 10 Quiz” by 11/8

Week 12- No new module opens (November 9-15, 2020)

• Work on your decision-making report instead

Week 13- No new module opens (November 16-22, 2020)

• Submit draft of “Decision-Making Report” assignment to discussion board for draft review by 11/18
• Submit “Decision-Making Report” assignment draft review feedback to peer(s) in discussion board by 11/20
• Submit final draft of “Decision-Making Report” assignment to dropbox by 11/22
• Complete optional “Decision-Making Report” assignment AARC extra credit opportunity by 11/22

Week 14- Thanksgiving Break (November 23-29, 2020)

• Classes do not meet during this week, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments this week. Have a safe and relaxing break! 😊
• Module 11 opens in case you want to get ahead

Week 15- Module 11: Presentations (November 30-December 6, 2020)

• Module 11 opens on 11/23 in case you want to get ahead
• Read Chapter 15 of textbook
• Complete “Module 11 Quiz” by 12/6
• Submit “Decision-Making Report Presentation” assignment to dropbox by 12/6
• All quizzes and quiz results will be hidden from view on 12/6, so study sooner rather than later.

Week 16- Final Exam (December 7-11, 2020)

• Comprehensive final exam opens at 8:00 AM on 12/7 and remains available until 11:59 PM on Wednesday, December 9th.
• 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.