Course Description:

In this section of Technical and Scientific Writing we will be studying the qualities and function of writing for varied audiences: professional, academic, and public. We will study different forms of work-place writing, research reports, as well as the elements of a good presentation. A description from the General Bulletin:

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

ENGL 2311 “Technical and Scientific Writing” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. In addition to weekly readings from the textbook and other relevant sources, students will 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. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

English 273 Learning Outcomes:

STUDENT LEARNING OUTCOMES 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.

At the completion of this course, students will 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)

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Attendance/Office Hours:

We will meet class on the NISD schedule, and all NHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will mean that you miss valuable information and will consequently be at a disadvantage when completing your assignments. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance.

When you are absent, please send me an email, k_thomas@nacisd.org. It is always best to be proactive, especially in the spring of your senior year (!!!) about getting assignments completed in a timely fashion.

Office Hours: I am available by appointment from 3:00-4:00, before school, and during ISP for tutorials and for make-ups. My conference is during seventh period. Please make every effort to make up assignments and to get help during these times.

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University Policies:

Academic Integrity (A-9.1):
Academic integrity is the 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. 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.

Withheld 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:
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 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/.

Grades:
This semester I will be grading based on grading contracts. Your success in the course is derived from your participation in all the activities of the course on time. For this contract, I have categorized assignments into three categories: 1) in-class assignments 2) out-of-class preparation assignments and 3) culminating assignments.

Category 1 assignments include: In-class activities, discussions, daily work
Category 2 assignments include: Outlines, peer review, drafts, conferences
Category 3 assignments include: Essays, presentations, annotated bibliography, projects

Your completion of all culminating assignments (category 3) is required for success in the class. These assignments are assessed on a “satisfactorily completed” or “unsatisfactorily completed” basis. Students are expected to revise each assignment until it meets the “satisfactorily completed” status. I will create a rubric for each assignment outlining that assignment’s expected learning outcomes so you will know exactly what is required to earn a “satisfactorily completed” designation. If you miss one or more targets, I will let you know what those are and you will revise your essay until you have satisfactorily completed all learning outcomes for that assignment. The goal is for students to work with me and with peers and with the AARC prior to a due date to create a satisfactory product.

Regarding late assignments—there are some assignments that cannot be late because their function is for process development. ***No process category 2 assignments will be accepted late*** Category 3 assignments will not be considered late until 48 hours beyond the due date; I would rather you turn in a quality assignment than rush because of a deadline. It is possible for deadlines to be extended if you have extenuating circumstances—please be in touch
with me; email is best k_thomas@nacisd.org. Category 1 assignments are done in class and are likely to be missed only due to absences; the higher number of allowable misses accounts for those.

**Because category 2 assignments are so critical to your academic success, on designated work days I will be taking your phones to assist you in focusing on getting work done.

Grade Contract:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Outcome</th>
<th>Missed Category 1</th>
<th>Missed Category 2</th>
<th>Missed Category 3</th>
<th>Late Assignments</th>
</tr>
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<tr>
<td>A—95</td>
<td>Meets/Exceeds</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>B—85</td>
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<td>30%</td>
<td>0</td>
<td>NA</td>
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</tbody>
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*A student who wishes may complete an extra infographic assignment that will add 5 points to his/her earned grade. The details of this assignment will be given with the instructions for the research project.

Course Requirements:

1. Professional Writing Unit
2. Instruction Writing
3. Research Unit
4. Presentation Unit

Course Timeline

Professional Writing
Week 1 – 5

Instruction Writing
Week 6 – 9

SPRING BREAK

Analytic Research
Week 10 – 13

Presentation Unit
Week 14 – 16

Week 17 May 4-8 Finals Week