Description
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.

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

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.

3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

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
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.

Student Learning Outcomes for ENG 273
By the end of the course, students should be able to:

1. Understand the recursive writing and social editing process and be able to write a variety of technical documents in an acceptable level of Standard American English. (This outcome aligns to the Core objectives for Communication Skills and Teamwork).

2. Write a variety of technical documents, demonstrating their awareness of audience and facility in addressing different audiences and stakeholders in complex rhetorical situations. (This outcome aligns to the Core objectives for Critical Thinking, Communication Skills, and Personal Responsibility).

3. Write technical and workplace documents by applying the appropriate categorical modes of rhetorical composition (descriptive, expositive, scientific, etc.), integrating visuals with text, and presenting information in an oral format. (This outcome aligns to the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

4. Work in groups to produce and critically evaluate documents, integrating different points of view. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility).

5. Use critical-thinking skills and exhibit technical proficiency in the invention and composing processes. (This outcome aligns with the Core objectives of Critical Thinking and Communication Skills).

6. Understand ethical considerations in technical and professional writing, understanding the consequences of communication acts. (This outcome aligns with the Core objectives of Critical Thinking, Teamwork, and Personal Responsibility).

7. Tailor communications to social and ethical frameworks, editing them to be effective and responsible in international and intercultural situations. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

8. Adequately research a topic and use documented evidence to support a paper written in the style applicable to their individual field of study. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

Required Text and Materials
A reliable way to store and transfer files (preferably a USB/Flash drive).
Regular access to and ability to use D2L

**Recommended:** Any writing handbook, such as the one you may have been required to buy in English 131 and 132, or access to
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Course Requirements
All writing assignments prepared outside of class must be typed. The format will vary for each writing assignment, depending on its purpose and audience. Ideally, the topics for your major assignments will relate to your major field and/or future professional interests. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.

All assignments must be completed in the order in which they are given, and you must complete all the major assignments and the final exam in order to pass this course.

Late work will receive a 5% penalty per day up to 7 days after which the assignment will receive a zero.

If you foresee that you will have difficulty meeting a due date, **let me know in advance** and we can work out an accommodation. Otherwise, the penalty outlined above will apply.

All assignments will be turned in via D2L on their scheduled due date. We will go over how to do this in class. Technical difficulties with D2L will be discussed in class, including how to handle that issue if it occurs. If you have questions about how to turn in an assignment, you need to **let me know in advance** so we can work on it together.

Most major assignments except the final exam will include intermediate drafts and other materials.

Grading Policy
Grades will be computed in the following fashion:

NOTE: All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Memos</td>
<td>15%</td>
<td>(7 memos averaged together plus a few other exercises)</td>
</tr>
<tr>
<td>Complaint Letter</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Résumé Project</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Decision Making Report</td>
<td>25%</td>
<td></td>
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<tr>
<td>Instruction Manual</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>05%</td>
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</tr>
</tbody>
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Assignments

In-Class Participation
Attendance will be verified by participating in the online modules and turning in work on time.

Students may miss up to five classes with no penalty and no excuse necessary. After that, I will deduct two percentage points off of the student’s final grade up to a maximum of 10%.

This class is “flipped” which means that a great deal of the work you do in class will be hands on, either drafting documents or peer reviewing the work of your classmates. Students who are unprepared for the in-class activity (for example, those who did not bring a rough draft in with them when we are doing peer review) will be counted as absent for that day. Students who do not participate in the day’s activities or who ignore the guidelines for those activities will be marked absent.

**Weekly Memos**

On 7 different weeks, students will have the opportunity to write a short memo addressed to the me, summarizing the key points of the readings since the last memo was written. These memos will be due by Sunday night (of the due date) at 11:30 p.m. via D2L. Memos should **not** be rehashes of assignment prompts. Any sources referenced should be cited.

Memos are graded on formatting, clarity of prose, accuracy of information, and proofreading/copy editing.

**NOTE: In a face-to-face class, all assignments are turned in on D2L and in hard copy. In those hard copies, a peer reviewed rough draft is always required. Since this is an online class, I will be handling that differently. You will still be expected to conduct peer reviews, but instead of trying to scan that document and uploading it, you will write a one page paper telling me what was found in the peer review that helped you and what you found helpful in doing a peer review for a classmate.**

**Complaint Letter**

Students will pose as consumers and write complaint letters asking for redress. Letters may refer to real experiences or hypothetical ones.

- Memo (to me: this helps me decide if you have covered everything in the letter)
- Complaint Letter
- Response Letter
- Response to peer review process

**Résumé Project**

Will include:

- Memo
- Resume
- Cover Letter
- Thank you/Follow up Letter
- Job Ad
- Response to peer review process

**Decision Making Report**

Will include

- Memo
• Annotated Bibliography with a Research Plan
• A thoroughly researched report describing multiple options to solve a problem and arguing in favor of the one that the author believes will be the most effective
• Response to peer review process

Instruction Manual
• A Proposal Memo
• An Instruction Manual
• Response to peer review process

Final Exam
This will be a take-home final that you will type and upload to D2L on final exam day.

*How I grade your projects: I grade holistically. This means that I read over the entire project while marking grammar, structure, format, flow, and punctuations issues. Format includes all instructions given in the prompt and samples as well as format that has been taught for previous projects in the course. All projects build on each other as we learn new skills as we go. Each part of every project has a grade number assigned to it. So for the first project, you get points for part of the project (example: Memo=10 pts).

Note Regarding Grades
In college, the grading scale used by your instructors to assess your work is likely very different from the one by your high school. 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 hopes to move forward in the course. Keep this in mind as you work on your assignments for the semester.

Grading Scale
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

Plagiarism/Academic Integrity
Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication.
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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first-class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

My policy is simple: plagiarism or academic dishonesty will result in a zero for that assignment, or a failing grade for the course depending on the severity of the violation. We will be discussing the proper way to cite your sources during this class, but in the meantime, if you have any questions about this definition or about a particular case in any of your courses, it is up to you to approach me (or any of your other instructors) for help.

Classroom Conduct
In order for our classroom sessions to be productive, we need to create an environment in which none of us are afraid to put ourselves out there in front of each other. Rudeness will not be tolerated. We may discuss “hot button” issues, but we need to be respectful of the opinions, feelings, and life experiences of others. Hateful language or behavior such as racism, sexism, homophobia, etc is not acceptable. Students who engage in this behavior will be asked to leave the classroom and may be subject to further disciplinary action.

Withheld Grades Semester Grades
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Special Accommodations
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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Resources
The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

Course Calendar

Week 1
Read Chapters 1 and 23
Introduction to the class.
What is Reader-centered Writing? D2L, Emails
Casual tone vs. business tone, Memos

Week 2
Read Chapter 5
Basics of argumentation, Rhetorical triangle.
Assessing advertisements
Assign Complaint Letter
*NOTE: I will be out of pocket on Thursday of this week

Week 3
Read first half of Chapter 2
Job skills inventory, Looking for job ads
Reading the job ad, Critique sample résumés
Critique sample résumés continued
Complaint Letter Due

Week 4
Read second half of Chapter 2
Introduce Résumé project
Set up résumés using table function
Peer review résumés and craft response letter

Week 5
Read Chapter 10
Interviewing skills
Introduce Decision Making Report
DMR Formatting
Resume Project Due

Week 6
Read Chapters 6 and 24
Primary vs. Secondary resources, Evaluating online resources
Evaluating online resources continued, Drafting research questions
Work on DMR Proposals
Week 7
Read Chapters 7, 26, and 8
Access the library online and find two scholarly secondary resources relevant to your case study
Citing Sources, Plagiarism
Reader Centered Editing
Work on First Draft of Decision-Making Report

Week 8
Read Chapters 9, 3, and 4
Work on editing DMR in class
Peer Review DMR toward middle of the week
Read Chapter 17
Edit DMR Final draft and all components

Week 9
Read Chapters 19 and 28
Do another peer review toward middle of the week
Assign Instruction Manual
Critique existing instruction manuals
Work on Proposal for Instruction Manual
DMR is due by Friday

Week 10 Spring Break Westwood

Week 11
Peer Evaluation on Proposal to Instruction Manual
Read Chapter 14
Discuss Chapter 14
More discussion; work on Instruction Manual

Week 12
Read Chapter 22
Work on Instruction Manual

Week 13
Reserved

Week 14
Continue working on manual

Week 15
Peer Review over Instruction Manual
Editing and revising Instruction Manual

Week 16
Instruction Manual due Friday; Cover final exam info….

Week 17
Final Exam

TBD