English 273.007 (10:00-10:50) MWF (F. 476): Department of English, SFASU

Tentative Course Calendar

Wed. 01/15: Course Introduction
Fri. 01/17: Memos; Interview a Classmate
Mon. 01/20: Introduce a Classmate

Letters & Employment Documents (Researching a Career)
Wed. 01/22: Letters; Inquiry Letter Assigned
Fri. 01/24: Starting Your Career: Application Letter & Chronological Resume Assigned
Mon. 01/27: Work on Inquiry Letter and Employment Documents
Wed. 01/29: Work on Inquiry Letter and Employment Documents
Fri. 01/31: Work on Inquiry Letter and Employment Documents
Mon. 02/03: Work on Inquiry Letter and Employment Documents
Wed. 02/05: Draft I Inquiry Letter, Application Letter & Resume Due
Fri. 02/07: Work on Inquiry Letter and Employment Documents

Analytical Reports & Annotated Bibliography
Mon. 02/10: Inquiry Letter, Application Letter & Resume Due; Analytical Reports (Term Project); Annotated Bibliography and Analytical Report Groups & Topics Officially Assigned
Wed. 02/12: Researching and Managing Information; Source Citation
Fri. 02/14: Research for Annotated Bibliography
Mon. 02/17: Research for Annotated Bibliography
Wed. 02/19: Research for Annotated Bibliography
Fri. 02/21: Research for Annotated Bibliography
Mon. 02/24: Research for Annotated Bibliography
Wed. 02/26: Draft I of Annotated Bibliography Due; Work on Annotated Bibliography
Fri. 02/28: Work on Annotated Bibliography

Technical Descriptions
Mon. 03/02: Annotated Bibliography Due; Technical Descriptions (Process Description Assigned)
Wed. 03/04: Document Design and Graphics
Fri. 03/06: Work on Process Description
Mon. 03/09: Spring Break
Wed. 03/11: Spring Break
Fri. 03/13: Spring Break
Mon. 03/16: Work on Process Description
Wed. 03/18: Work on Process Description
Fri. 03/20: Work on Process Description
Mon. 03/23: *Draft I Process Description Due*;
Wed. 03/25: Work on Process Description
Fri. 03/27: Work on Process Description

**Research Proposals**
Mon. 03/30: *Final Draft Process Description Due; Research Proposals (Group Paper I)*
Wed. 04/01: Work on Research Proposal
Fri. 04/03: Work on Research Proposal
Mon. 04/06 Work on Research Proposal
Wed. 04/08: Work on Research Proposal
Fri. 04/10: **Easter Holiday**
Mon. 04/13: Work on Research Proposal
Wed. 04/15: *Draft I of Research Proposal Due*
Fri. 04/17: Work on Research Proposal

**Analytical Reports & Oral Presentations**
Mon. 04/20: *Final Draft Research Proposal Due (Group Paper I); Analytical Reports & Oral Presentations*
Wed. 04/22: Work on Analytical Reports & Oral Presentations
Fri. 04/24: Work on Analytical Reports & Oral Presentations
Mon. 04/27: Work on Analytical Reports & Oral Presentations
Wed. 04/29: Work on Analytical Reports & Oral Presentations
Fri. 05/01: *Draft I Analytical Reports Due; Work on Oral Presentations*
Mon. 05/04: **Final:** (10:45-1:15): *Analytical Reports & Peer Evaluations Due; Oral Presentations*
English 273: Technical and Scientific Writing: Department of English, SFASU

Required Text and Materials

Storage devices for saving work (bring one to every session); writing utensils and paper.

Description
ENG 273. Technical and Scientific Writing – “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.

Additional Information
In English 273 you will learn and practice the forms of written and oral communication used in science, business, engineering, and the workplace in general. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences. You will study and practice the processes of written composition and the general principles of good communication, with the aim of becoming an efficient and effective writer and editor.

The business world is plagued by inefficient, incorrect, and sometimes unethical writing. By the time you finish this course, you’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.

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.
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).

Assignments

Most assignments will be completed outside of class, though much work on them will take place in class. Formats will vary, depending upon the type of document being produced. All assignments must be word processed, and they will be graded for format, unity, coherence, development, grammar, and mechanics. Sloppy or hand/pencil-written work will not be accepted. Last, all assignments must be submitted to turnitin.com (via D2L dropboxes) by due dates. Thirty (30) points will be subtracted from the grade of any document not submitted to turnitin.com.

Daily Work: 10.0%
Classmate Introduction Memo: 2.5%
Inquiry Letter: 2.5%
Application Letter & Resume: 5.0%
Technical Description Document (3-5 pages): 10.0%
Annotated Bibliography (5 pages; 6 sources summarized): 20.0%
Group Paper I: Research Proposal (5 pages): 10.0%
Group Paper II: Analytical Report (7-10 pages or longer, excluding front/rear matter; 10-source minimum): 20.0%
Oral Presentation (Groups; 10 minute minimum; 20 minute time limit): 10.0%
Analytical Report Group Member Evaluation (Completion Report): 10.0%

Grading Standard: The instructor will use a numerical grading system (0-100). Grades will be based upon the following standards, and upon criteria for individual assignments.

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have
completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Course Policies**

**Attendance:** To be excused, all absences must be *documented*. Absences due to serious illness and/or injury; court mandated appearances; university-sponsored activities; and deaths in the family or family emergencies are commonly excused. When a student has (3) unexcused absences, (two [2] in night classes) the instructor will begin subtracting one (1) point from the student’s final average for each violation. Students with unexcused absences on peer evaluation and oral presentation days will lose *ten points* (10) from those particular assignments.

**Tardiness:** Students will be expected to perform on a professional level, meaning that they should come to class *on time* to minimize disruption, needless repetition of instructions, and missed assignments.

**Conduct:** Students who sleep in or disrupt class in any way; who repeatedly arrive fifteen (15) or more minutes late; who come to class without textbooks and other required materials; who surf the web or visit sites such as Facebook; who do nothing; who talk on/play with cell phones; or who work on assignments for other classes, will be marked *academically absent* for that day, and the instructor will subtract one (1) point from their final averages for each violation. Furthermore, if students have a “bone to pick” with the instructor, they will come by his office for a conference; the instructor refuses to discuss student complaints during class.

**Acceptable Student Behavior:** 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 available to help SFA students succeed.
Deadlines: Each assignment must be turned in on time to avoid the loss of one letter grade (10 points) for each late day, beginning with the due date. To maximize class time and to save department printer paper expenses, students will arrive on document due dates with hard copies in hand, ready to turn in at the beginning of class. Students who arrive without hard copies on document due dates will lose an automatic ten (10) points from those assignments.

Missed/Early/Late Work: Missed quizzes cannot be made up, and other make-up work will be allowed only at the instructor’s discretion. Furthermore, the instructor will accept no early or late assignments that do not pass directly from students’ hands to his, unless prior arrangements have been made.

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: The following is taken from SFASU’s Policy Manual (2012), “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: 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/.

Office Conferences: Students with any concerns or questions pertaining to the course are encouraged to visit the instructor in his office. Remember the Academic Assistance and Resource Center (AARC) in the library, also.
Miscellaneous: All cell phones *must* be silenced and out of sight during class. See conduct policy (disruption).

Other: Students with special needs or concerns should speak privately with the instructor as soon as possible.