Syllabus Contents:

Instructor Course Overview ................................................................. 1
Course Description from Official SFA Course Catalog: .......................... 1
Credit Hour Justification ........................................................................ 2
Course Outcomes .................................................................................. 2
Required Texts & Materials .................................................................. 4
Course Requirements & Evaluation ......................................................... 4
Grading Standard & End of Semester Grading ........................................... 6
Assignment Submission Guidelines & Document Formatting ................. 7
Attendance .............................................................................................. 7
Late Assignments .................................................................................... 8
Brightspace by D2L ................................................................................ 9
Course Citizenship .................................................................................. 9
Academic Dishonesty & Turnitin.com ..................................................... 9
Withheld Grades Semester Grades Policy (5.5) ........................................ 11
Students with Disabilities ...................................................................... 11
Discrimination/Sexual Harassment ......................................................... 11
Your Rights Under Title IX ................................................................... 11
Helpful and Free Student Resources ...................................................... 11
Course Timeline ..................................................................................... 14

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

Instructor: Christina Kramer
Department of English and Creative Writing

Fall 2021

E-Mail: kramercf@sfasu.edu

(More options for communication are outlined in “Module 1: Getting Started” in Brightspace)

Phone & Office: No physical office this semester

Ms. Kramer will be working in a virtual capacity this semester and as such will not be meeting with students in a face-to-face capacity.

Office Hours: Monday 2:00 p.m.-4:00 p.m. & Friday 10:00 a.m.-1:00 p.m. via Brightspace Chat

Appointments for other times or other virtual meeting methods are available by contacting Ms. Kramer by email.

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.
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 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.

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 communication, teamwork, and personal responsibility requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

Core Curriculum Objective Table:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Measures of Excellence Discussion—due 9/5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resume Analysis Discussion—due 9/26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document Design Practice Discussion—due 10/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Visualization Analysis Discussion—due 10/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructions Analysis Discussion—due 10/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflections Memo—due 10/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction Set—due 10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Analysis &amp; Annotated Bibliography—due 11/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision-Making Report—due 11/21</td>
</tr>
</tbody>
</table>
Communication Skills

To include effective development, interpretation and expression of ideas though written, oral, and visual communication.

- All discussion, memo, reflection, and draft review activities—varying due dates
- Correspondence Assignment—due 9/19
- Job Portfolio—due 10/10
- Instruction Set—due 10/24
- Research Analysis & Annotated Bibliography—due 11/7
- Decision-Making Report—due 11/21

Teamwork

To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Correspondence Assignment Draft Review—due 9/17
- Document Design Practice Discussion—due 10/3
- Instructions Analysis Discussion—due 10/17
- Instruction Set Usability Testing—due 10/22
- Research Analysis & Annotated Bibliography Draft Review—due 11/5
- Decision-Making Report Draft Review—due 11/19

Personal Responsibility

To include the ability to connect choices, actions and consequences to ethical decision-making.

- All daily work and draft review activities, especially the Scheduling Preparation assignment—varying due dates
- Correspondence Assignment—due 9/19
- Job Portfolio—due 10/10
- Instruction Set—due 10/24
- Research Analysis & Annotated Bibliography—due 11/7
- Decision-Making Report—due 11/21

**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)
Required Texts & Materials

In addition to the textbook and materials below, there are additional readings 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 digital copy—just as long as you have access to the material listed above. 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 well as a back-up plan in case internet fails. In addition, access to a web cam and microphone will be needed for Zoom meetings.

3. *Strongly Recommended:* Any writing handbook, such as the one you may have been required to buy in English 1301 and 1302.

Course Requirements & 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.
***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.

Learning Modules:
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links to 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 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, quizzes, 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. Word length is specified on each prompt when necessary. Keep in mind that some discussion board assignments will require you to demonstrate your attainment of the teamwork objective by working with a group to discuss a specified prompt.

2. **Quizzes**—You have the option to take each quiz two times. The quiz scores will be averaged together.

3. **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.

4. **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.

5
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.

**Grading Standard & End of Semester Grading**

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. With that being said, please advise me as soon as possible if something seems amiss at any point throughout the course.
Assignment Submission Guidelines & Document Formatting

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, with the exception of the Instruction Set).

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. Be aware that students in online classes have a greater responsibility for creating their own class time. You should log-in to the course every day. You may, of course, do so as it suits your schedule, but this online class will require the same sort of discipline that is required in a face-to-face class.

As such, 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:

“At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences
equaling no more than 15% of the scheduled course meeting time for the 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 https://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 are due by 11:59 p.m. (United States Central Standard Time) on the assigned due date, unless otherwise specified.

The following are the guidelines pertaining to late work:

- Late daily work will not be accepted (other than for excused absences with proper documentation) unless an exception is approved in advance by the instructor. If you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension.
- 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.
- Be aware that group work must be completed within the timeframe allowed in the Course Timeline. There is no option for an alternate assignment or for a late submission.
- Any major assignments submitted late will receive a 10-point deduction per calendar day unless an exception is approved in advance by the instructor. Major assignments over 5 days late will automatically receive a 0. Again, if you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension.
- Late major assignments that are covered by an excused absence must be submitted by the established make-up due date and before the last day of class.

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.

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**

As this is an online course, you will be making frequent use of a computer and of Brightspace. You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments and discussion posts, and take reading quizzes. Your grades will also be recorded and accessible there. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions. Please make sure to configure your Brightspace account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that Brightspace emails or texts you any time I make an announcement.

Furthermore, 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 regularly, and for being aware of any information there. Be sure to check the Course Timeline page in “Module 1: Getting Started” to see when each module opens and when assignments are due.

**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.

**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. Be considerate and professional to your peers and your professor. Rude behavior in discussion forums is unacceptable and it will hurt your grade. This online platform is a professional environment, and I expect all of you to behave professionally.

**Academic Dishonesty & Turnitin.com**

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/student-academic-dishonesty-4.1.pdf.

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 or during an alternate appointment time. 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.
Withheld Grades *Semester Grades Policy (5.5)*

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.

**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, 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](http://www.sfasu.edu/lumberjacks-care).

**Helpful and Free Student Resources**

**Writing Support (AARC):**
The Academic Assistance and Resource Center (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), and SI.
Mental Health and Wellness
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources
SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
(936) 468-2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
(936) 468-1041

Crisis Resources
Burke 24-Hour Crisis Line: 1 (800) 392-8343
Suicide Prevention Lifeline: 1 (800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

The Office of Student Rights and Responsibilities:
The mission of the Office of Student Rights and Responsibilities (OSRR) at Stephen F. Austin State University is to facilitate a positive and safe environment for student learning, and to foster a university community based on the core values of integrity, civility, honesty, respect, and accountability. The OSRR addresses behavioral misconduct in a manner that educates students and student organizations on the importance of ethical decision making, and becoming more responsible citizens of the university community and global society.

Absence Notifications
Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Student Rights and Responsibilities in advance of the anticipated absence to request an absence notification be sent to their instructors. These notifications are not excuses and 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 complete this form (https://cm.maxient.com/reportingform.php?SFAStateUniv&layout_id=5) at least a week in advance of the planned absence with all of the following information: name, ID number, date(s) of the absence, reason for the absence, and a contact phone number. Students are encouraged to attach a copy of the documentation to this form and should also maintain a copy to offer documentation of the absence to their instructors. As per University policy Class Attendance and Excused Absence policy (6.7), students remain
responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

If the absence is due to an emergency or unexpected illness students should submit this form and accompanying documentation within one (1) week of returning to classes. Again, the student should attach a copy of the documentation to this form and should also maintain a copy to offer documentation of the absence to their instructors.

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

**Nutritional Support (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 www.sfasu.edu/studentaffairs/1319.asp or contact Scarleth Lopez via email at lpezs10@jacks.sfasu.edu or (936) 468-1378.

**Research Help (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 three 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  
(936) 468-2059  
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.
Course Timeline

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

Note: I urge you to get ahead on the readings if it helps you better schedule your time.

Module 1: Getting Started (August 23-August 29, 2021)
- Module 1 opens on 8/23
- Read: Chapter 1 of textbook
- Complete “Getting to Know You” discussion activity by 8/29
- Complete “Module 1 Quiz” by 8/29
- Complete “Copyright Permission” quiz by 8/29

Module 2: Introduction to Technical Writing, Purpose, Audience & Collaboration (August 30-September 5, 2021)
- Module 2 opens on 8/30
- Read: Chapters 3 & 4 of textbook
- Attend Zoom meeting #1 at 2:00 p.m. on 9/1 (or complete alternate assignment if unable to attend)
- Complete “Measures of Excellence” discussion activity (individual post due by 9/3; response to peer due by 9/5)
- Complete “Scheduling Preparation” assignment by 9/5
- Complete “Module 2 Quiz” by 9/5

Module 3: Professional Correspondence (September 6-12, 2021)
- Module 3 opens on 9/6
- Read: Chapter 9 & Appendix B of textbook
- “Correspondence Assignment” introduced (begin working on this assignment)
- Attend Zoom meeting #2 at 2:00 p.m. on 9/8 (or complete alternate assignment if unable to attend)
- Complete Zoom meeting #1 alternate assignment by 9/12 if you were unable to attend the meeting
- Complete “Module 3 Quiz” by 9/12

Module 4: Writing with Clarity (September 13-19, 2021)
- Module 4 opens on 9/13
- Read: Chapter 6 of textbook
- Complete Zoom meeting #2 alternate assignment by 9/19 if you were unable to attend the meeting
- Submit drafts for “Correspondence Assignment” to discussion board for draft review by 9/15
• Submit “Correspondence Assignment” draft review feedback to peer in discussion board by 9/17
• Submit final draft of “Correspondence Assignment” to dropbox by 9/19
• Complete optional “Correspondence Assignment” AARC extra credit opportunity by 9/19
• Complete “Module 4 Quiz” by 9/19

Module 5: The Job Portfolio (September 20-26, 2021)
• Module 5 opens on 9/20
• Read: Chapter 10 of textbook
• “Job Portfolio” assignment introduced (begin working on this assignment)
• Attend Zoom meeting #3 at 2:00 p.m. on 9/22 (or complete alternate assignment if unable to attend)
• Attend Zoom meeting #4 at 2:00 p.m. on 9/24 (or complete alternate assignment if unable to attend)
• Complete “Resume Analysis” discussion activity (individual post due by 9/24; response to peer due by 9/26)
• Complete “Module 5 Quiz” by 9/26
• Complete optional “TypeFocus Assessments” extra credit opportunity by 9/26

Module 6: Document Design (September 27-October 3, 2021)
• Module 6 opens on 9/27
• Read: Chapter 7 of textbook
• Submit drafts of cover letter, resume, and references page to the CCPD for draft review by 9/28
• Attend Zoom meeting #5 at 2:00 p.m. on 9/29 (or complete alternate assignment if unable to attend)
• Complete phase 1 of “Document Design Practice” discussion activity by 10/1 (collaboration required)
• Complete phase 2 of “Document Design Practice” discussion activity by 10/3
• Complete Zoom meeting #3 alternate assignment by 10/3 if you were unable to attend the meeting
• Complete Zoom meeting #4 alternate assignment by 10/3 if you were unable to attend the meeting
• Complete “Module 6 Quiz” by 10/3

Module 7: Graphics (October 4-10, 2021)
• Module 7 opens on 10/4
• Read: Chapter 8 of textbook
• Complete Zoom meeting #5 alternate assignment by 10/10 if you were unable to attend the meeting
• Complete “Data Visualization Analysis” discussion activity (Individual post due by 10/8; response to peer due by 10/10)
• Complete “Module 7 Quiz” by 10/10
• Submit the CCPD’s feedback on drafts of cover letter, resume, and references page to dropbox by 10/10
• Submit final draft of “Job Portfolio” assignment to dropbox by 10/10

Module 8: The Instruction Set (October 11-17, 2021)
• Module 8 opens on 10/11
• Read: Chapter 14 of textbook
• “Instruction Set” assignment introduced (begin working on this assignment)
• Complete “Instruction Set Topic Memo” by 10/13
• Complete phase 1 of “Instructions Analysis” discussion activity by 10/15 (collaboration required)
• Complete phase 2 of “Instructions Analysis” discussion activity by 10/17
• Complete mock interview via InterviewStream by 10/17
• Complete “Reflections Memo” assignment by 10/17
• Complete “Module 8 Quiz” by 10/17

Module 9: Ethical and Legal Obligations (October 18-24, 2021)
• Module 9 opens on 10/18
• Read: Chapter 2 & Appendix A of textbook
• Submit drafts for “Instruction Set” assignment to discussion board for usability testing by 10/20
• Submit “Instruction Set” assignment usability test feedback to peer in discussion board by 10/22
• Submit final draft of “Instruction Set” assignment to dropbox by 10/24
• Complete optional “Instruction Set” assignment AARC extra credit opportunity by 10/24
• Complete optional “Plagiarism Practice” extra credit opportunity by 10/24
• Complete “Module 9 Quiz” by 10/24

Module 10: Research (October 25-31, 2021)
• Module 10 opens on 10/25
• Read: Chapter 5 of textbook
• “Research Analysis & Annotated Bibliography” assignment introduced (begin working on this assignment)
• “Decision-Making Report” assignment introduced
• Complete “Report Topic Memo” by 10/27
• Attend Zoom meeting #6 at 2:00 p.m. on 10/28 (or complete alternate assignment if unable to attend)
• Complete “Module 10 Quiz” by 10/31

• Module 11 opens on 11/1
• Read: Chapter 13 of textbook
• Complete Zoom meeting #6 alternate assignment by 11/7 if you were unable to attend the meeting
• Submit draft of “Research Analysis & Annotated Bibliography” assignment to discussion board for draft review by 11/3
• Submit “Research Analysis & Annotated Bibliography” assignment draft review feedback to peer in discussion board by 11/5
• Complete optional “Research Analysis & Annotated Bibliography” assignment Janie Richardson meeting extra credit opportunity by 11/5
• Submit final draft of “Research Analysis & Annotated Bibliography” assignment to dropbox by 11/7
• Complete “Module 11 Quiz” by 11/7

No new module opens (November 8-14, 2021)
• Work on your decision-making report instead

No new module opens (November 15-21, 2021)
• Submit drafts for “Decision-Making Report” assignment to discussion board for draft review by 11/17
• Submit “Decision-Making Report” assignment draft review feedback to peers in discussion board by 11/19
• Submit final draft of “Decision-Making Report” assignment to dropbox by 11/21
• Complete optional “Decision-Making Report” assignment AARC extra credit opportunity by 11/21

Thanksgiving Break (November 22-28, 2021)
• 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 12 opens in case you want to get ahead

Module 12: Presentations (November 29-December 5, 2021)
• Module 12 opens on 11/22 in case you want to get ahead
• Read: Chapter 15 of textbook
• Complete “Module 12 Quiz” by 12/5
• Complete “Standards-Based Grading Outline” by 12/5
• All quizzes and quiz results will be hidden from view on 12/5, so study sooner rather than later.

Final Exam (December 6-10, 2021)
• Comprehensive final exam opens at 8:00 a.m. on 12/6 and remains available until 11:59 p.m. on Wednesday, December 8th.
• You have two 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.