English 2311.013
Technical and Scientific Writing
Department of English and Creative Writing
SFASU

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Office Hours: MW 12-2:30 on Zoom
other times by appointment
Office: LAN 241

Meeting Times and Location: Online

Description

“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.

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.
Student Learning Outcomes for ENG 2311

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

Suggested text:
Any writing handbook, such as the one you may have been required to buy in English 1301 and 1302 or use of perdue owl online
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 formatting, 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, some assignments must also be turned in via hardcopy as well. We will go over how to do this in class. Technical difficulties with D2L will not be an acceptable excuse for late work. 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 will include intermediate drafts and other materials.

Grading Policy

Grades will be computed in the following fashion:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memos/Daily</td>
<td>15%</td>
</tr>
<tr>
<td>Complaint Letter:</td>
<td>15%</td>
</tr>
<tr>
<td>Résumé Project:</td>
<td>20%</td>
</tr>
<tr>
<td>Decision Making Report:</td>
<td>25%</td>
</tr>
<tr>
<td>Instruction Manual:</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>05%</td>
</tr>
</tbody>
</table>

Assignments

In-Class Participation

In-class participation is comprised of working together for peer reviews and participating in any discussion threads assigned.
Students may miss up to five classes with no penalty and no excuse necessary. After you have missed the equivalent of 3 weeks of classes, you can NOT pass the course. Your participation is graded by completing your work and discussion threads and peer reviews on time.

**Weekly Memos**

*We will not have one every week*

Students will write a short memo addressed to me summarizing the key points of the readings since the last one was due. These memos are due on Sunday by 11:30pm 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, grammar, and proofreading/copy editing.

**There will be 3 other grades taken to average in with memo grades for the semester:** these are comprised of the “ideas” dropboxes for each project

**Complaint Letter**

Will include: Entire project in ONE continuous document and in the order listed below.
- Memo to me about the project and everything involved in it. Each project has one.
- Complaint Letter
- Response Letter
- Peer Review Paper: Each project has a peer review paper due with it. This paper lets me know that EVERYONE is participating in peer review. In this paper, you will explain how the process went, who your partner(s) were, and who actually participated in the process.

**Résumé Project**

Will include: This project will have two documents to upload. One document should include the memo, cover letter, follow-up letter, and peer review paper. The other document will be your actual resume.
- Memo
- Cover Letter
- Résumé
- Follow-up Letter
- **Job Ad:** Even though you get approval for the job ad, it must be included with the final project
- Peer Review Paper

**Decision Making Report**

Will include: This project will have two documents to upload. One document will include memo, annotated bibliography, memo with research plan, and peer reviews. The other one will be the actual report.
- Memo
- Annotated Bibliography with a Research Plan (done in memo format)
- 2 Peer Reviews
- 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
Original Instruction Manual
Will include: This project will have two documents to upload. One will be the memo and peer review paper. The other will be the actual instruction manual.
  - A Memo that lays out the plan for constructing the manual as well as why it is needed
  - An Instruction Manual (you may use Word, powerpoint, or google’s equivalent for this one)
  - A Peer Review Paper

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

*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).

A 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 case in any of your courses, it is up to you to approach me (or any of your other instructors) for help.

*If you have taken this course before, reusing a project from that, or any other, course is considered plagiarism!*

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 offers 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.

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:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU 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

Tentative Course Calendar
**NOTE: Aside from your reading homework, you are expected to work on our current project(s) outside of classroom as part of your homework as well. Yes, we will be doing work in classroom, but you will need outside time to complete them all on time.

Week 1
– Introduction to each other and the class.
– More intro work to get ready for the real work to begin
Week 2
Homework for the week: Read Chapters 1 and 23
- What is Reader-centered Writing? D2L; syllabus
- Introduce Complaint Letter Project

Week 3
Homework for the week: Read Chapter 5
- Casual tone vs. business tone, Memos, Emails
- Basics of argumentation; Rhetorical triangle; Assessing advertisements; Complaint Letters

Week 4
Homework for the week: Read first half of Chapter 2
- Job skills inventory; Looking for job ads; What does an employer want?; peer review complaint letter
- Complaint Letter due here; Introduce résumé project, Critique sample résumés

Week 5
Homework for the week: Read second half of Chapter 2
- Set up résumés using table function
- Peer review résumés

Week 6
Homework for the week: Read Chapter 10
- Interviewing skills
- Introduce Decision Making Report Project, DMR Formatting; Job Portfolio Final Draft Due

Week 7
Homework for the week: Read Chapters 6 and 24
- Primary vs. Secondary resources, evaluating online resources, Drafting research questions
- Work on DMR Proposals/Memos

Week 8
Homework for the week: Read Chapters 7 and 26
- Find two scholarly secondary resources relevant to your project
- Citing Sources, Plagiarism, Work on First Draft of Decision-Making Report

Week 9
Homework for the week: Read Chapters 8 and 9
- Reader-Centered Editing
- Read Chapter 17
  - Peer review #1 DMR Rough Draft (includes memo, annotated bibliography, and memo with research questions)

Week 10
Homework for the week: Read Chapter 3 & 4
Week 11
Homework for the week: Read Chapters 19 and 28
  – Look at existing (samples) instruction manuals; Work on Memo for Instruction Manual
  – Work on Memo

Week 12
Homework for the week: Read Chapter 14
  – peer evaluations
  – work on instruction manual

Week 13
Homework for the week: Read Chapter 22
  – Infographics
  – Work on Instruction Manual

Week 14
Thanksgiving Break

Week 15
– Instruction Manual Due; Final exam assignment (due next week)

Week 16
– Final exam due