Syllabus for English 2311.005

Semester: FALL 2023
Instructor: Kristi Warren

Course Section: ENG 2311.005
Email: warrenkr@sfasu.edu

Meeting place: Ferguson 184
Office: Liberal Arts North 230

Meeting time: T/TH 9:30-10:45 am
Office hours: T/Th 8:30-9 am, 12:30-1:30 pm, 3:30-4:30pm, and by appt.

Course Description
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 writing). Prerequisite: six hours of freshman English.

Course Overview: In English 2311 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. By the time you finish this course, you should be able to compose audience-centered documents that communicate clearly and effectively. The focus will be on clear, concise, complete written communication.

The TCCN description for ENG 2311: “Technical and Scientific Writing” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks and 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.

Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3 credit-hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

Prerequisites
A grade of C or higher in English 1301 and English 1302 (or their equivalents)
Required Texts

You will need frequent access to D2L as well as a reliable way to store files (USB/Flash drive or cloud backup). Also required is the ability to record video and audio on your computer for one assignment.

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
By enrolling in ENG 2311 you are also enrolling in a Core Curriculum Course that fulfills Communication 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), (b) How the required core objectives will be addressed. Below is how the course will meet these core requirements; see the course timeline for assignment dates.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the objective will be addressed in the course</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>Reading quizzes, classroom exercises, discussion boards, and all major assignments</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>All major assignments require effectively communicating to an audience. Oral communication is emphasized in Presentation and Collaboration projects</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td>Interactive classroom exercises, peer review activities, and the Collaboration assignment</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making</td>
<td>Correspondence assignment, project management, and the Collaboration assignment</td>
</tr>
</tbody>
</table>

English 2311 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. (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, expository, 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).

Grade Determination

Course assignments and exams will be weighted as follows:

- Daily Work, Homework, Drafts and Quizzes* 15%
- Correspondence Assignment 5%
- Job Portfolio 10%
- Decision Making Report project 20%
- Illustrated Instruction Manual 20%
- Presentation 10%
- Collaboration Project 10%
- Final Exam 10%

I will provide detailed descriptions and assignment sheets for major essays. These papers will also involve turning in pre-writing, a rough draft, and peer review in addition to your final draft. *Attendance and participation will be calculated into your final average for this section.

Grading

For each assignment, I calculate grades on a numeric, 100-point scale. You must meet all requirements on the Standards-Based Grading Outline in order to pass the course. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus), unless you are a dual credit student (you’ll receive a numerical grade). Here is a general description of letter grades:

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced
by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69%: This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60%: The student did not do the work assigned. See me as soon as possible.

NOTE: If your grade is borderline, class participation, professionalism, revision, and punctuality can raise your final grade whereas lack of participation, poor attitude, lack of revision, and tardiness can lower your final grade. I do not automatically round up.

Course Delivery and Attendance
This is a face-to-face course and class attendance is required; you will fail the course if you have more than 6 unexcused absences. Please read and understand the university policy on attendance and guidelines for excused absences. Excessive absence will lower your Daily Work average. Please contact me if you miss class and get notes from a classmate. I will work with you to succeed in this course, but I cannot help if I’m unaware of the problem; communication is the key.

General Course Requirements
Some assignments will be typed and some handwritten in class; the format will vary according to the assignment’s 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, audience accommodation, resourcefulness, grammar, and mechanics (rubrics in D2L).

All major assignments must be completed in order to pass this course. All work must be done for this class for this semester (no recycled assignments from a previous attempt at taking this course, etc.).

Major assignments will not be graded unless they are submitted to D2L. All major assignments will be graded according to rubrics that define the various requirements (i.e. style, content, grammar, etc.).

Although computer use will be an important part of our class, please do not play games, check email, watch shows, etc. during class time. I also ask that you remove your ear buds during lecture. You should also know:

- Failing to meet the minimum page count for any draft will negatively impact on your grade
- I generally grade and return major assignments within two weeks after they have been submitted
- There are often quizzes at the beginning of class when reading was assigned
- All D2L submissions should be saved as either Word, PDF, or Rich Text files, as Turnitin.com does not support Mac Pages or zip files. Work submitted in the wrong format is considered late.

Missed Class and Late Work
Get the cell number of a classmate in case you ever miss class, as I will not repeat information given in class to those who were late or absent. You cannot make up missed in-class activities unless you have a documented, excused absence according to SFA policy. You will be marked absent if you leave early.
Papers are due by the time class begins. Major assignments received after class begins are considered late, will lose five points (or 5%) per day, and will not be accepted more than one week late. Homework assignments are due at the beginning of class and will not be accepted late.

If you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the due date and have what I view as a compelling reason to be granted an extension.

**Other Classroom Policies**
The number one rule in my classroom is to treat others respectfully. Come with a positive attitude and try to participate in and enjoy what we are learning. I welcome lively conversation but not rudeness.

Please put away your cell phones upon entering class unless you have a critical life situation that could require your immediate attention. Being on your phone in class is distracting and rude, so please respect our class time. Don’t wear ear buds or headphones, especially during lectures or class activities.

**Acceptable Student Behavior**
As stated in Student Conduct Code, policy D-34.1, “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. 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 that is available to help SFA students succeed.”

**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the library’s 1st floor (936) 468-4108). The AARC now has tutors specifically trained in Technical Writing.

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

As you can see in the link provided above, plagiarism, cheating, and/or academic dishonesty involves investigation, documentation, a formal hearing, and sanctions decided by an academic panel. This information will be filed on your permanent academic record, so please take academic integrity seriously. The use of generative AI will be prohibited on some of our assignments and allowed for others, but use of these and similar technological aids must be disclosed to the instructor properly on the forms provided. Unauthorized, undocumented use of AI generated content, outside sources, the work of others, or other artificial intelligence agents will result in the disciplinary process described in Policy 10.4.

Lastly, all work submitted in this course must be 1) written by YOU and 2) written THIS semester, for THIS specific section of this course (not recycled from any other course you've taken, here or elsewhere, and not recycled from any previous attempt of ENG 2311).

Withheld 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Course Schedule Below is a basic timeline of our assignment sequence. Reading homework, quizzes, and daily work will be announced weekly. Assignment instructions and rubrics can be found in D2L.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | T 8/29 | Introduction & Syllabus; plagiarism review  
|      | Th 8/31 | Memos, Letters, and Emails |
| 2    | T 9/5  | Reader-Centered Technical Communication  
|      | Th 9/7  | **Correspondence assignment due**; Intro to the Job Portfolio Unit |
| 3    | T 9/12 | Personas and audience accommodation  
|      | Th 9/14 | Writing effective resumes and cover letters |
| 4    | T 9/19 | Job letter and resume draft peer review  
|      | Th 9/21 | **Job Portfolio due**; Intro to the Decision-Making Report |
| 5    | T 9/26 | IMRaD and research; DMR Topic discussion board  
|      | Th 9/28 | **Topic Proposal Memo**; Effective communication with stakeholders |
| 6    | T 10/3 | Quality sources for feasibility studies; sample annotations  
|      | T 10/5 | **Annotated Bibliography and Research Analysis due** |
| 7    | T 10/10 | Data Visualization  
|      | T 10/12 | DMR rough drafts for peer review |
| 8    | T 10/17 | **Decision-Making Report due**; Introduction to Presentation Unit  
|      | T 10/19 | Best practices for PowerPoint and Google Slides |
| 9    | T 10/24 | Peer review of slide shows  
|      | T 10/26 | **Presentation due**; Introduction to the Collaboration Unit |
| 10   | T 10/31 | Individual response to the Ethical Scenario due; group meeting  
|      | Th 11/2 | Lecture – Best practices for Infographics; collaboration sessions |
| 11   | T 11/7 | Collaborative writing and presentation; group work  
|      | Th 11/9 | **Collaboration Group Projects and Presentations due** |
| 12   | T 11/14 | Intro to the Illustrated Instruction Manual  
|      | Th 11/16 | **IM Topic Proposal Memo due** |
| 13   | T 11/21 | Thanksgiving  
|      | Th 11/23 | Holiday |
| 14   | T 11/28 | Task analysis and audience accommodation  
|      | Th 11/30 | Effective formatting of graphics in a manual |
| 15   | T 12/5 | Illustrated Instruction Manual peer review  
|      | Th 12/7 | **Illustrated Instruction Manual due**; Final Exam review |
| 16   | Thurs 12/14 | Final Exam from 8-10 am in our classroom |