Instructor: Ms. Jillian DeFore

Department: English and Creative Writing
Office: Virtual Classroom in D2L
Phone: 468-2101 (Eng. Dept.)
Email: Use the email tool in D2L. If that doesn’t work, email me at deforejilli@sfasu.edu

Class meeting time and location: Virtual classroom in BrightSpace by D2L

Office hours:

Monday: 5:00 – 6:00 PM
Wednesday: 5:00 – 6:00 PM
Friday: 3:00 – 6:00 PM

Required materials:
Instructor will provide all course materials in D2L. It is essential that you have reliable and regular Internet access.

Basic Needs Policy
Please take note of your basic needs and do not stress yourself out to put this course above those basic needs. If you are facing food insecurity or housing issues, please feel comfortable contacting me so I can connect you to resources in your area and provide a new timeline for your course work.

Course Overview
The general objective of this course is to learn, improve, and demonstrate effective, appropriate use of written Standard English in the context of the workplace. This course introduces you to the essential elements of technical writing in a practical and progressive structure designed to emulate the "real world." This course is both writing and reading intensive. You will produce a wide range of documents commonly found in the workplace, including but not limited to instructions, reports, proposals, memos, and letters.
As this is an online course, you will be making frequent use of a computer and of D2L. You'll be expected to use email and to conduct online research. The syllabus indicates clearly the progress expected--no surprises, so you can prepare well ahead if you feel inclined to excel.

Our focus will be on clear, concise, complete written communication. This level of communication requires a well-defined concept of "audience" and a carefully thought-out message.

**Prerequisite**
Students must have earned a grade of C or higher in English 1301 and English 1302 (or their equivalents).

**Credit Hour Justification**
ENG 2311 - Technical and Scientific Writing (3 credits; fully online) typically meets online for weekly 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 board posts. Students are required to submit at least five major projects, one of which is a collaborative writing project that includes a class presentation (virtually). In addition, the final product for the class is a formal decision-making report. To successfully complete this course, in a regular semester, students must spend a minimum 6-8 hours per week working in the course management system and another 5-7 hours in reading field-specific documents. For summer sessions, the workload is condensed and requires a total of about 20 hours per week, including all activities.

**Official Course Description**
This is the course description that appears in the official SFA course catalog:
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.

**More specific course description:**
In English 2311 you will learn and practice the forms of written and oral communication used in sciences, 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 to do without causing undue confusion, conflict, or offense.
By the end of this course, you should be able to:

- Analyze audience and rhetorical situation in realistic settings, and tailor writing style and form to match them.
- Write acceptably clear, concise, and precise standard English prose suitable for business and scientific purposes, relatively free from stigmatized errors.
- Understand the role of standard form in business and scientific communication and demonstrate your ability to write in a conventional form that’s given to you.
- Demonstrate your understanding of the role of visual presentation layout in technical communication, and tailor documents to meet context of use.
- Work together in small groups to plan, create, and edit documents.
- Carry out a variety of research, including library work, surveys, and interviews.
- Plan, design, and deliver oral presentations of a topic you’ve researched.

**General Education Core Curriculum Objectives/Outcomes for English 2311**

The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assignment guidelines will be provided by the instructor, but students are responsible for submitting the assignment to the assessment course. If your course is assessed this semester, your instructor will provide further details at a later date.

By enrolling in ENG 2311 you are also enrolling in a Core Curriculum Course that fulfills the additional communications requirement.

**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>Decision Making Report; Group Project</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Letter of Complaint; Job Portfolio; Instruction Manual</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Decision Making Report; Annotated Bibliography</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>Peer review; Group Project</td>
</tr>
</tbody>
</table>
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:

- 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).

- 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, Personal Responsibility, and Social Responsibility).

- 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, Empirical and Quantitative Skills, and Personal Responsibility).

- 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, Empirical and Quantitative Skills, Teamwork, and Personal Responsibility).

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

- 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, Personal Responsibility, and Social Responsibility).

- 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, Personal Responsibility, and Social Responsibility).
• 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, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility).

Course Policies:
Navigating the Course You are expected to be able to navigate the online course. This means reading through the modules, submitting assignments in the proper locations, taking part in any assigned discussions, using the email function to communicate with your peers and your instructor, and so on. This course is an online course, so all work will be completed and submitted online via D2L (not printed and handed in or emailed).

This course will have weekly meetings Mondays at 5:00 pm. This meeting will review the week’s material and introduce the coming week’s material. Attendance is optional.

Attendance Just as in face-to-face courses, attendance in online courses is required of all students. 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.

Online courses are alternatives to face-to-face courses and offer flexibility in regard to location and scheduling, but they are not meant to be “easier” and should be treated with the same seriousness as a face-to-face course.

Technical Difficulties If you are having technical difficulties that prevent you from completing a task in D2L, please find a way to let me know ASAP (email my SFA address, if necessary).

Assignment Difficulties If you do not understand an assignment or you’re having difficulties accessing an assignment/file, the right time to notify your instructor and to ask questions is 24 hours before the assignment is due.

Course Communication Correspondence relating to this course must be directed through the email function on D2L. Since this is a writing class, if you’re emailing me, try to write decently and to concisely tell me the things I need to know. If this communication takes place outside of my scheduled office hours, please allow me 24 workday hours to respond. SFASU email, announcements, chats, and specially assigned discussion boards are other methods of course communication.

Late Work The only type of work I will accept late is a major assignment. These assignments will be due on the assigned due date. Submitting an assignment after the due date will reduce your grade by 10 points per day. I will not accept any assignments more than one week late, nor will I accept any assignments after deadweek (the final week of classes: the week before final exams).
Requesting an Extension  You may request an extension for a major assignment IF you have a sound excuse to do so. If you have reason to request an extension, you must put that reason in writing and provide me with a specific day on which you will turn in your assignment (within one week of the original due date). You should submit this previous to the assignment due date.

Assignment Submissions Assignment instructions will come with submission instructions. All assignments are due on the assigned due dates. Submit posts to discussion boards, complete quizzes, and submit assignments to Dropboxes as assigned.

Acceptable File Types To ensure D2L/TurnItIn will accept your files, you will need to use specific file types in this course – Microsoft Word files (with a .doc or .docx extension), Rich Text files (with an .rtf extension) or PDF files.

Correct Files You are responsible for making sure you submit the correct file for any assignment.

Revision Policy The guidelines for revisions are as follows:

- You will be allowed to revise your Job Portfolio or Instruction Manual after you receive your final grade on that each. This is not meant to be a final draft and the final draft a rough draft, so please do not treat the final draft as if it were not important.
- You can earn up to 10 extra points.
- If you choose to revise, you must include a reflective essay of at least one page. This should discuss where you were lacking in your paper and what you did to improve.
- “Revisions” of small problems (such as typos, grammatical mishaps, etc.) will only give you a minimal higher grade (at best). Please remember the difference between editing and revision.
- Revisions of major problems (thesis, support, adding in transitions, reorganizing your essay structure, elaboration of analysis, etc.) will garner you a maximum higher grade.

Revisions will be due no later than dead week (the week before final exams begin).

Communication Course communication will be in D2L Mail, Discussions, and Chats. I will check my D2L email at least once a day, Monday through Friday. Lecture material will be delivered in the Learning Modules. Please remember that this is a web-based course, and as such, ALL communication will be conducted via the course in D2L. We will not have any face-to-face meetings.

Assignments All writing assignments must be typed and submitted through the Drop Box links in D2L. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, mechanics, and (when specified by the
All assignments, excluding the resume, MUST BE COMPLETELY ORIGINAL DOCUMENTS created for this class.

All assignments must be completed in the order in which they are given, and you must complete all the major assignments to pass this course. No assignments will be accepted more than 7 days late, nor will any late assignments be accepted after dead week (the week before final exams).

- **All three core assignments must be completed to pass the course.**
- Minor assignments (including drafts and peer critiques) must be completed by the due dates to receive credit.
- If you are running into delays completing any assignments (major or minor) and want to avoid grade penalties, CONTACT ME AHEAD OF THE DUE DATE to explain the problem and ask for a short extension (which, under many circumstances, will be granted).

**Major assignments**

There will be four major assignments in this class, of varying lengths and with varying point values. **The three core assignments are the Job Portfolio, the Instruction Manual, and the Decision-Making Report.** Failure to complete any of the three core assignments will result in a grade of F for the course. (While the Annotated Bibliography is a major assignment, it is not one of your three core assignments.) Here are all of the major assignments:

- Project 1: Job Portfolio
- Project 2: Instruction Manual
- Project 3: Annotated Bibliography (research for the Report)
- Project 4: Decision-Making Report
- Project 5: Group Project

**Drafts & Peer Critiques**

In your Freshman English courses you learned that writing is a recursive process - in other words, that drafting is an important part of the writing process. In English 2311, we will continue the process of drafting major assignments and providing peer feedback on drafts. You will be able to post drafts and leave feedback for one another.

**Grade Determination**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Weekly Assignments and Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Review Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Job Portfolio</td>
<td>20%</td>
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<tr>
<td>Instruction Manual</td>
<td>25%</td>
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<tr>
<td>Annotated Bibliography (research for the Report)</td>
<td>5%</td>
</tr>
<tr>
<td>Decision-Making Report</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project</td>
<td>2.5%</td>
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<tr>
<td>Final Exam</td>
<td>2.5%</td>
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</tbody>
</table>

**Academic Integrity (4.1)**

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.

**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 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](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/](http://www.sfasu.edu/disabilityservices/).
FERPA Waivers (Family Educational Rights and Privacy Act)
According to the SFASU website:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information, visit the SFA website.

I require a 24-hour weekday notice before meeting with anyone representing a student. This meeting must be scheduled via email, and a FERPA waiver must be processed before I will schedule an appointment. Furthermore, I will check identification to make sure any party involved is who he/she claims to be. If questions concerning a student’s grades or behavior are posed via email instead of face-to-face, I may take up to 48-hours to check the status of a FERPA waiver, to consult the student in question, and then to respond to the email.

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). 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.

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
SFA Human Services Counseling Clinic  Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

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

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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
<table>
<thead>
<tr>
<th>Week 1  (Aug 28-Sept 4)</th>
<th>Lessons</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Instructor</td>
<td>Introduction Post</td>
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<td></td>
<td>Introduction to Course</td>
<td>“What is tech writing?” Post</td>
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<td></td>
<td>Syllabus &amp; Calendar Overview</td>
<td>Review Quiz</td>
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<td></td>
<td>Course Navigation</td>
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<tr>
<td>Week 2  (Sept 4-11)</td>
<td>Style</td>
<td>Style Exercise</td>
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<td></td>
<td>Ethics</td>
<td>Ethics Assignment</td>
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<td></td>
<td>Review Quiz</td>
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<tr>
<td>Week 3  (Sept 11-18)</td>
<td>Letters</td>
<td>Letter of Complaint</td>
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<td></td>
<td>Emails</td>
<td>Review Quiz</td>
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<td></td>
<td>Memos</td>
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<tr>
<td>Week 4  (Sept 18-25)</td>
<td>Introduction to Job Portfolio (JP)</td>
<td>Job Ad Analysis</td>
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<td></td>
<td>Review Quiz</td>
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<tr>
<td>Week 5  (Sept 25-Oct 2)</td>
<td>Resume Design</td>
<td>Partial Draft of Job Portfolio</td>
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<tr>
<td></td>
<td>Reference Sheets</td>
<td>Review Quiz</td>
</tr>
</tbody>
</table>
| Weeks 6  (Oct 2-9) | Cover Letter  
Follow-up Letter  
JP Rubric Review  
Peer Review | Final Draft of Job Portfolio  
Peer Review Confirmation Quiz |
|---|---|---|
| Week 7  (Oct 9-16) | Introduction to Instruction Manual  
Selecting a Topic  
Using Graphics | Topic Discussion Post  
Graphics Assignment  
Review Quiz |
| Week 8  (Oct 16-23) | Designing Pages  
Writing Clear Steps | Draft of IM Steps  
Instructions Analysis  
Review Quiz |
| Weeks 9  (Oct 23-30) | IM Full Length Review  
IM Peer Review  
IM Rubric Review | Rough Draft of IM - *midweek*  
Final draft of IM  
Peer Review Confirmation Quiz |
| Weeks 10  (Oct 30-Nov 6) | Introduction to DMR  
Review of Sequence of Assignments  
Topics  
Proposal for DMR  
Annotated Bibliography Overview  
Research Introduction | Topic post  
DMR Proposal  
Review Quiz |
<table>
<thead>
<tr>
<th>Week 11 (Nov 6-13)</th>
<th>Research AB Rubric Review</th>
<th>Annotated Bibliography Review Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 14 (Nov 27-Dec 4)</strong></td>
<td>DMR Peer Review DMR Rubric Review</td>
<td>Final Draft of DMR Peer Review Confirmation Quiz</td>
</tr>
<tr>
<td><strong>Week 15 (Dec 4-Dec 13)</strong></td>
<td>Introduction to Group Project Software and apps Group Project Rubric Group Project Review</td>
<td>Group Project Review Quiz</td>
</tr>
<tr>
<td><strong>Week 16 (Dec 11-13)</strong></td>
<td>Final Exam Standard’s Based Grading Outline Assessment</td>
<td>Final Exam Standard’s Based Grading Outline Assessment</td>
</tr>
</tbody>
</table>

*Calendar is subject to change with notification.*
Standards-Based Grading Outline

Complete this document as you submit course assignments. It will be due with your final exam. Each of these standards must be met to pass with at least a C in Introduction to Technical & Scientific Writing.

<table>
<thead>
<tr>
<th>Program Standards</th>
<th>Yes/No</th>
<th>Evidence/Assignment Name</th>
<th>Optional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have perfectly identified the parts of a scholarly research article (IMRAD).</td>
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<tr>
<td>I have demonstrated understanding of the importance of audience on technical &amp; scientific writing 3 times.</td>
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<tr>
<td>I have accurately paraphrased an expert source in language a non-expert can understand.</td>
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<td>I have created a visualization that accurately displays quantitative or qualitative data.</td>
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<td>I have evaluated a text for its usability (ease of understanding, ease of access, reader relevance).</td>
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<td>I have created a perfect works cited or references page.</td>
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<tr>
<td>I have proofread and corrected errors in my writing 3 times.</td>
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<tr>
<td>I have demonstrated awareness of a stakeholder or user other than the main intended reader for a document.</td>
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<td>I have practiced writing in at least 3 different rhetorical modes. (narration, exposition, description, ...)</td>
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<tr>
<td>Definition, argumentation, synthesis, analysis, summary, etc.)</td>
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<tr>
<td><strong>Course Standards</strong></td>
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<tr>
<td>I have earned at least a 70% or C in the course gradebook.</td>
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<tr>
<td><strong>Will I pass?</strong></td>
<td>All of these boxes must be checked.</td>
<td>Evidence must be recorded (understandable to the instructor – usually the name of an assignment) for each box. “Double dipping,” using the same assignment as evidence for multiple standards, is allowed for program standards.</td>
<td>Notes allow unique situations and exceptions to be addressed.</td>
</tr>
</tbody>
</table>