Spring 2024
Technical and Scientific Writing
English 2311.010, 2311.011
Stephen F. Austin Department of English
Nacogdoches High School, Room 111

Teacher: Kristin D. Thomas
Classroom phone: 564-2466 x2111
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e-mail address: k_thomas@nacisd.org
Office hours: 2nd Period
Class meets daily M-F for 45 minutes

Course Description:
In this section of Technical and Scientific Writing we will be studying the qualities and function of writing for varied audiences: professional, academic, and public. We will study different forms of work-place writing, research reports, as well as the elements of a good presentation. A description from the General Bulletin:

Study of the rhetorical principles involved in technical and scientific workplace writing. Emphasis on the production of professional documents, such as analytical reports, in both traditional and online formats. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in technical writing). Prerequisite: Six hours from ENGL 1301, ENGL 1302.

Credit-hour Justification:
ENGL 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 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.

English 2311 Learning Outcomes:

STUDENT LEARNING OUTCOMES This course has been selected to be part of Stephen F. Austin State University’s core curriculum. 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.
At the completion of this course, students will 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, expository, 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)

**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 English 2311 you are also enrolling in a Core Curriculum Course that fulfills the *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.

**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>Evaluated in all units, but particularly in units 3 and 4</td>
</tr>
</tbody>
</table>
Communication Skills
To include effective development, interpretation and expression of ideas through written, oral, and visual communication.
Evaluated in all units

Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Evaluated in all units, but particularly in unit 4

Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making.
Evaluated in all units

Course Textbook:
Howdy or Hello? Technical and Professional Communication by Matt McKinney; Kalani Pattison; Sarah LeMire; Kathy Anders; and Nicole Hagstrom-Schmidt

Available online as an Open Educational Resource: https://oer.pressbooks.pub/howdyorhello/?fbclid=IwAR3-Zruq_kwB-QyGkG2RbpMgv4oLgS8QFJEye6OSghmA-PpQok2Q_Ui8zxo

Attendance/Office Hours:

We will meet class on the NISD schedule, and all NHS attendance policies apply.
Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will mean that you miss valuable information and will consequently be at a disadvantage when completing your assignments. When you miss class, you should check our Brightspace D2L course for information about the assignment(s) you missed and be prepared to turn in any missing assignment within three days of returning to class.

Office Hours: I am available by appointment from 3:00-4:00, before school, and during ISP for tutorials and for make-ups. My conference is during second period. Please make every effort to make up assignments and to get help during these times.

Late Work:

I do not take any points off for late work, but in an effort to keep you honest about the course and to protect your mental health, I will not accept any work after one week from the initial due date. If you need any extension beyond one week, we must have a face-to-face conversation about the extension before it will be granted.

University Policies:

Academic Integrity (A-9.1):
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both
cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:
http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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.

Mental Health and Wellness
SFA 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
Course Requirements:

Technical and scientific writing courses at SFA use a set of program standards to ensure that students across all sections are held to similar standards. Please consult the Standards Based Grading Outline Checklist found in the Course Introduction module in Brightspace D2L.

The major assignments addressed in this course include:

1. Professional Letter
2. Email
3. Memo
4. Job Portfolio
5. Proposal
6. Annotated Bibliography
7. Research Report
8. Infographic

Grades:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introductory Unit</td>
<td>5%</td>
</tr>
<tr>
<td>Professional Communication Unit</td>
<td>15%</td>
</tr>
<tr>
<td>Job Portfolio Unit</td>
<td>20%</td>
</tr>
<tr>
<td>Decision Making Report Unit</td>
<td>35%</td>
</tr>
<tr>
<td>Instruction Writing Unit</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Dates</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1</td>
<td>Jan 8-12</td>
<td>Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2</td>
<td>Jan 15-19</td>
<td>Professional Communication</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 2</td>
<td>Jan 22-26</td>
<td>Professional Communication</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 3</td>
<td>Jan 29-Feb 2</td>
<td>Job Portfolio</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 3</td>
<td>Feb 5-9</td>
<td>Job Portfolio</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 4</td>
<td>Feb 12-16</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 4</td>
<td>Feb 19-23</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 4</td>
<td>Feb 26-Mar 1</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td>Week 9</td>
<td>Module 4</td>
<td>March 4-8</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 11-15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10</td>
<td>Module 4</td>
<td>March 18-22</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 4</td>
<td>March 25-29</td>
<td>Decision Making Report</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 5</td>
<td>April 1-5</td>
<td>Instruction Writing</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 5</td>
<td>April 8-12</td>
<td>Instruction Writing</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 5</td>
<td>April 15-19</td>
<td>Instruction Writing</td>
</tr>
<tr>
<td>Week 15</td>
<td>Module 5</td>
<td>April 22-26</td>
<td>Instruction Writing</td>
</tr>
<tr>
<td>Week 16</td>
<td>Module 5</td>
<td>April 29-May 3</td>
<td>Instruction Writing</td>
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<tr>
<td>Week 17</td>
<td>Finals Week</td>
<td>May 6-10</td>
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