English 2311 – 015
Introduction to Technical and Scientific Writing

Spring 2024
Tuesdays and Thursdays, 8:00 AM – 9:15 AM

Professor Contact Information
Professor Jennifer McLaughlin
Office Location: LAN 244
Office Phone: 936-468-2226

SFA Email: mclaughjl@sfasu.edu (through outside email accounts) - preferred
Brightspace Email: mclaughjl@d2l.sfasu.edu (only email through Brightspace)

- In order to help promote a more professional understanding of email etiquette, I only check email between 8:00 AM and 5:00 PM, so anything sent after 5 PM will not be answered until the next day.
- Also, another part of email etiquette is in how you write the email. Make sure to write in complete sentences and sign off with your first and last name, along with the course number and section, so I can easily identify which class you are in and more efficiently help you.

Office Hours
Tuesdays and Thursdays
11:00 AM - 2:00 PM

All office hours are walk-in. You don't need to make an appointment, just drop by.

If you cannot meet during my hours and need a special appointment, feel free to email me requesting one. Make sure to include the dates and times you can meet. I need to know your schedule, in order to do my best to match my schedule up with yours.

If you need to meet via Zoom, let me know in the email too; that way, I can set up the meeting room info and send it to you in my reply.

Prerequisites

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

Course Description

ENG 2311 Technical and Scientific Writing: Study of the rhetorical principles involved in technical and scientific 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).
Additional Course Information
In English 2311, you will learn and practice the format 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 process of written composition and the general principles of good communication, with the aim of becoming an efficient and effective writer and editor.

The professional 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 them to do without causing undue confusion, conflict, or offense.

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, you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking Skills, Communication Skills, Teamwork, Personal Responsibility, and Social Responsibility requirements.

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>All major and minor assignments, class discussions, and readings/homework.</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>All major and minor assignments, class discussions, and homework</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 reviews, group work, and class discussions</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>All major and minor assignments, class discussions/correspondence, and homework</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>All major and minor assignments, class discussions/correspondence, and homework</td>
</tr>
</tbody>
</table>

**English Learning Program 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**

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 for rhetorical composition (descriptive, expositive, scientific, etc.), integrating visuals with text, and presenting information in an oral format. (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, and Teamwork, and Personal Responsibility).
5. Use critical-thinking skills and exhibit technical proficiency in the invention of 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. (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 Materials**

- **Ready and Reliable Access to a Computer AND the Internet:** Given how much we'll use Zoom, MS Word, and Brightspace, it is essential that you have access to a computer that reliably works and have access to consistent and reliable internet. Without these three things, you will not be able to complete the course content and assignments by due dates/times.

- **Microsoft Word:** while (as explained later) all major assignments are going to be submitted in PDF, the only computer program I’ll use in this class, for demonstrations and walkthroughs, is MS Word. The reason for it is simple, all students have access to a free downloadable and online copy of MS Word through their MySFA account. The program also does every kind of document we will be creating this semester. Keep in mind that if you choose to use any other writing program to complete your work, it is your responsibility know how to utilize the program’s settings correctly to achieve document formatting necessary for each assignment. MS Word is the only program I can help you troubleshoot formatting issues on. Any other program you choose to use is your responsibility.

**Grade Breakdown**

Grading in this class will be done via percentage points in 4 major assignments and a series of minor assignments spread throughout each unit. The distribution for each is as such:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Correspondence</td>
<td>15%</td>
</tr>
<tr>
<td>Decision-Making Report</td>
<td>15%</td>
</tr>
<tr>
<td>Science Brochure &amp; SG&amp;C</td>
<td>20%</td>
</tr>
<tr>
<td>Instruction Manual</td>
<td>20%</td>
</tr>
<tr>
<td>Accountability Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Other Daily Work</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Total Points per Letter Grade**

- A: 100-90
- B: 89-80
- C: 79-70
- D: 69-60
- E: 59 and below

**Major Assignment Due Dates**

A more detailed schedule (including due dates for major assignments and daily work) will be provided on Brightspace, but here is a list of the due dates for all of our major assignments. Please see below for specific rules and regulations on the submission procedure.

Professional Correspondence – Tuesday, February 6
Decision-Making Report – Thursday, March 7
Science Brochure and SG&C - Thursday, April 11
Instruction Manual – Tuesday, May 7, by 8:00 AM

Note on Grading

In order to be fair to everyone in the class, I do not "bump" final grades. However, I do round 9%s to 10%s, so 89% will be rounded to 90%, but 88% (even an 88.9%) will not.

Any assignment can earn above the points possible (if done exceptionally well), and there are a few small extra credit opportunities throughout the course, so any student asking for a bump has already had ample opportunity to earn those points.

Every now and then, I have a student tell me "I need to earn [x] grade in this class, in order to [do y activity]." Whether it is keeping a scholarship, changing majors, transferring to another school, or any other reason, please realize that this will not impact how I assess your work. It is not fair to the rest of the class if I grade one person differently.

I admire and respect your goals (and I, honestly, hope you succeed in them), but I will always fairly and impartially assess work in this class based on what we have learned so far, what you should already know (from classes like 1301 and 1302), as well as the standards held within the scholarly/professional field of technical communication.

If you are trying to earn a certain grade, then please realize that it has to impact your own actions and choices before an assignment is turned in. I'll be happy to help explain any concepts you are hazy on, answer any questions you may have, and even (during office hours or special appointments) review any document you're currently working on. However, I will not create an extra credit/revision option after the fact or bump a grade beyond the "9%s to 10%s" rule mentioned above.

Deadlines and Late Work Rules

Technical writing in the workplace is deadline-oriented. To simulate this atmosphere, you are expected to turn in all assignments on time. Failure to do so will result in a grade deduction on it.

Unless otherwise notified, all assignments are due at the start of class on the date listed. When it comes to dropbox submissions, I do not recommend waiting until the very last minute to submit though, as file upload speeds and individual computer clocks can vary. Plus, you still have to get logged into class and get ready, in order to do whatever that day's opening activity may be.

Drafts, progress memos, peer critiques, discussions, and quizzes (aka “Accountability Quizzes” and "Other Daily Work") must be posted/submitted by the due dates and times in order to receive any credit and cannot be posted or submitted late.
Major assignments can be submitted up to seven days late before they will automatically earn a zero. Please note that a 5% deduction will automatically be applied for each day it is late. This is calculated by the date and time the assignment was originally due. Please be mindful that this does not include the last major assignment: it, unfortunately, cannot be submitted late.

Anytime that you experience extenuating circumstances and are unable to meet a deadline, please contact me immediately, in advance of the deadline, so that arrangements can be made for an extension if the situation warrants it. That does not guarantee an extension or alternative assignment/submission process. Those will be given on a case-by-case basis.

**Attendance Rules**

Attendance will be checked at the beginning of every class period. If you are not in class when I take attendance (such as logging in or coming into the classroom late), talk to me at the end of class and I will correct the attendance log. If you come to class late, it is your responsibility to make sure that your attendance gets logged.

While attendance is not part of your weekly grade, the total amount of unexcused absences (explained below) will be calculated and logged at the end of each unit. Any student who earns more than **six unexcused absences** will automatically fail the course. That’s three weeks in this class, which is a lot of time for a 16-week course.

There are three types of excused absences: documented illness, school-sponsored event, or dramatic family/legal issue. Basically, you must provide some kind of official documentation in order to get an absence excused, such as a doctor’s note, a letter from your school sponsor, etc. For the last category, you and I will attempt to negotiate appropriate documentation. You must turn in the documentation within seven days of returning from your absence.

Excused absences also earn you the right to make up any daily work done during your absence. Please note though that this does **not** excuse major assignments, since so much time (in and outside of class) is spent working on the assignment throughout the unit.

Please be advised that we will follow the standard process for college classes when it comes to missing class content. In college, essentially, no matter the type of absence, it is your responsibility to get with another student and catch up on class content and updates that you missed. After you have gotten together with another student, to get their notes, then you can contact me with questions you may have.

Since this course is modeling professional behavior, it is important that you be on time for appointments (class meetings, in our case). However, I'm fully aware that things sometimes happen. So, tardies will not be counted until 10 minutes into class. Given that you have a 10-minute break between classes, that extra 10 minutes should cover any emergency situations that may arise. Three tardiness equal one unexcused absence.
Please keep in mind though that being late does not allow you to turn in any work late that we may do at the beginning of class. I often do "intro" activities to get students into the proper mindset for the day's work. If you come in after that activity is done, you cannot make it up.

**Brightspace Online Classroom and Email Access**

Using Brightspace will be a vital part of succeeding in this class. All of your readings and quizzes will be done on Brightspace; on top of that, most of your daily work and all of your major assignments will be submitted via Brightspace.

It is your responsibility to access the site regularly. At an absolute minimum, I would recommend looking at the newsfeed and your email at least once a day during the "work week" (Monday through Friday).

I recommend checking more than that right after assignments have been submitted too, as I'll use Brightspace email to let you know if there were any submission issues.

**Other Classroom Rules**

Since this class is modeling professional/business environments, please realize that you will need to be respectful to those in the course. While a lot of your work will be done individually or with me, group work is required for the course (course objectives 1 and 4 above). Plus, it is possible to communicate digitally, via discussion boards and email.

If I see any student being disrespectful, I will step in and mediate the issue. Depending on the issue, this could result in a warning, actual points taken off your grade, alternative assignments, or (in severe cases) my contacting the chair of the department or higher administration. My hope is that this policy is not actually needed this semester but I will enforce it if needed.

**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
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.

Please see the course specific rule on approved and unapproved aide

Withheld Grades – Course Policy

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 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/.

If you have disability paperwork filed for this course, it is your responsibility to confer with me to determine the best application for your accommodations. Basically, you and I still need to
discuss your accommodations, even after you have the paperwork filed. I want to make sure that you are getting what you need from me when you really need it.

Mental Health and Wellness

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)
- Crisis Text Line: Text HELLO to 741-741
Last Notes

If, at any point in the semester, you feel that you need to talk to me outside of class, please do not hesitate to contact me. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your assignments, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours and/or special appointment.

Many students have almost a fear of contacting the professor because they find it daunting, do not want to "bug" the professor, or (worse) feel “unworthy.” Please, please do not think anything like this. If you have a question or if you need help, contact me. I’m here for a reason, and I want to help you. It is my job to help prepare you for your future classes and career. I want to help you succeed. I really do hope that you enjoy your time in this class, improve your skills, and learn some things you never knew.

I look forward to working with each one of you this semester.