Instructor: Christina Kramer  
Department of English and Creative Writing  
Spring 2024

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(More options for communication are outlined in “Module 1: Getting Started” in Brightspace)

Ms. Kramer will be working in a virtual capacity this semester and, as such, will not be meeting with students in a face-to-face capacity.

Office Hours: Tuesday 1:00-2:30 p.m., Wednesday 4:00-6:00 p.m. & Friday 11:00 a.m.-12:30 p.m. via Zoom

Appointments for other times are available by contacting Ms. Kramer by email.

Instructor Course Overview

In English 2311 we will learn and practice how to write technical and scientific information for various readers, including letters, memos, job-seeking documents, instructions, and reports. To that end, we will study and practice the processes of written composition and the general principles of good communication, with the aim of becoming efficient and effective writers and editors.

We will begin by discussing collaboration and project management, especially in regards to time management and communicating effectively with colleagues. Furthermore, throughout the semester we will explore how to shift our writing to accommodate the needs of our readers and the stakeholders of our work. This rhetorical point of view is the essential starting point for good technical and scientific writing in many fields.

As we progress in the course, we will also discuss data visualizations, document design, and usability testing.

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.
Credit Hour Justification

The following information is a required inclusion on this syllabus; specific assignments and activities within this section of the course may vary from what is listed below:

ENGL 2311 - Technical and Scientific Writing (3 credits; fully online) typically meets online for 8 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 that may include correspondence, job portfolios, feasibility reports, instruction manuals, and visual presentations. Other course requirements may 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. 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.

Course Outcomes

Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

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—Technical and Scientific Writing—you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, written communication, teamwork, and personal responsibility 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), and (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>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Correspondence assignment—part 1 due 2/4; part 2 due 2/9</td>
</tr>
</tbody>
</table>
Communication Skills
To include effective development, interpretation and expression of ideas though written, oral, and visual communication.

Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

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

ENGL 2311 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 of rhetorical composition (descriptive, expositive, 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)

**Required Texts & Materials**

In addition to the textbook and materials below, there are additional readings posted on Brightspace that you are responsible for reading.


   *It doesn’t matter if your copy is new or used, or if it is a printed copy or digital copy—just as long as you have access to the material listed above. Quizzes in this course will be based heavily on material from the text, and older editions might not contain the same information.*

2. Access to a computer, the internet, and Microsoft Word, as well as a back-up plan in case internet fails. In addition, access to a web cam and microphone will be needed for Zoom meetings.

3. *Strongly Recommended:* Any writing handbook, such as the one you may have been required to buy in English 1301 and 1302.

**Course Requirements & Evaluation**

You will receive a detailed prompt for all major assignments notated with an asterisk (*). In addition, all major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e., style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due. To get a preview of these assignments, check out the “Major Assignment Prompts & Rubrics” tab in Brightspace.

**Note:** Because I understand that life happens sometimes, each student has one free late daily work pass known as an “Oops.” To use it, you will email me to request oops usage for a specific daily work assignment within one week of the assigned due date (and before the last day of class), and then I will provide you additional instructions for completing the assignment. Furthermore, the lowest daily work grade in the Daily Work category will be dropped.
***Extra credit opportunities, if any, will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major assignments.

Learning Modules:
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links to material. Each module is also tied to the assigned reading in the textbook. Not reading the modules or material assigned from the textbook thoroughly is a sure way to hurt your chances of learning the subject matter this course addresses and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assessment tabs to find out what you need to turn in. Just be sure to follow the modules from beginning to end to ensure that you do not miss anything.

Daily Work Assignments:
During each module, you will have some kind of informal writing or reading assignment, discussion board, Zoom meeting, and/or quiz to complete before the module’s end date. Each module will contain the instructions for these assignments as well as links to the assignments if need be.

For a bit more clarity about discussions, draft review & usability testing, quizzes, and Zoom meetings, see the information provided below:

1. **Discussions**—I will post topics for discussion; you will respond to the topics and to each other. Word length is specified on each prompt when necessary.
2. **Draft review & usability testing**—Some assignments will require posting a draft of an assignment ahead of the final draft due date, as well as responding thoughtfully to the draft(s) of your peer(s). You will be placed in small groups for the purposes of posting drafts and peer critiques. Each review session will be graded as such: 50 points are possible for submitting a draft (that is as close to finished as possible), and 50 points are possible for providing helpful feedback to your peer(s) by the deadline set.

In addition to reviewing your peer’s paper and getting feedback from a peer about your own paper, I am happy to go over assignment drafts with you, **no less than one day in advance of an assignment’s due date**, during my office hours or during a mutually convenient appointment time.

**Note:** Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts. *With this in mind, the instructor may provide you the opportunity through the course of the semester to revise your writing in order to improve the paper and possibly the grade the paper received. Instructions for any revision opportunities will be provided in Brightspace.*

3. **Quizzes**—You have the option to take each quiz two times. The quiz scores will be averaged together.

4. **Zoom meetings**—We will have scheduled Zoom meetings throughout the semester that will be approximately one hour long, and they are notated on the Course Timeline. If you cannot make a Zoom meeting, you will need to watch the recording of the meeting that will be posted to the discussion board; you will then complete an alternate assignment based on the recording in the same way you complete other discussion assignments.

**Final Exam:**
There will be a comprehensive final exam given during finals week (see the Course Timeline for the date range during which the final will be open). Part 1 of the exam will consist of questions pulled from the module quizzes from earlier in the semester, and part 2 of the exam is a long-answer reflection question.

**Grading Standard & End of Semester Grading**

For each assignment, I calculate grades on a numeric, 100-point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

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 is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

A: 90-100 (excellent performance)  
B: 80-89 (above average performance)  
C: 70-79 (average performance)  
D: 60-69 (below average performance)  
F: 0-59 (failure)

***Students who do not participate in the course regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.***
Note on End of Semester Grading:
Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course unless you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why you got the final grade you did. With that being said, please advise me as soon as possible if something seems amiss at any point throughout the course.

Assignment Return Policy:
I generally grade and return major assignments within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about that assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an assignment received before meeting to discuss the assignment.

Assignment Submission Guidelines & Document Formatting

All major assignments are to be submitted to the assignment’s designated Brightspace dropbox by the date and time specified as the assignment’s due date. Daily work assignments may require submission in alternative means, such as in discussion boards. Read the instructions for each assignment closely to see how each assignment is to be submitted—and when in doubt, please ask in advance of the due date.

Unless otherwise stated on the assignment prompt for major assignments or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- Submit an electronic version of final drafts to the applicable Brightspace dropbox to be checked for plagiarism.
- Submit in .doc or .docx format only (no PDFs, with the exception of the Instruction Set).

Document Formatting:
All writing assignments must be typed. The format will vary for each writing assignment, depending on its purpose and audience. All assignments will be graded for proper formatting, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics. Any sources you reference should be cited using the citation style of your field (limited to MLA or APA).

Attendance

Just as in face-to-face courses, attendance in online courses is required of all students. Be aware that students in online classes have a greater responsibility for creating their own class time. You should log-in to the course every day. You may, of course, do so as it suits your schedule, but this online class will require the same sort of discipline that is required in a face-to-face class.

As such, 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.

**Excused vs. Unexcused Absences:**
Below is a description of what is considered an excused absence:

“At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Dean of Students Office and request that an absence notification be sent to the instructor(s). [ . . . ]

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.”

Refer to Stephen F. Austin State University’s Class Attendance policy at [https://www.sfasu.edu/docs/hops/02-102.pdf](https://www.sfasu.edu/docs/hops/02-102.pdf) for more information.

For additional information about faculty absence notification requests, go here: [https://www.sfasu.edu/thehub/sos/notification-request](https://www.sfasu.edu/thehub/sos/notification-request)

**Institution Absences:** *(HOP 04-110):*
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).
Late Assignments

This is not a self-paced course. Technical writing in the workplace is deadline-oriented. To simulate this atmosphere, you are expected to turn in all assignments on time, and failure to do so will result in a 10-point grade deduction per day on the assignment for assignments notated with an asterisk in the Course Requirement & Evaluation section. With that being said, none of these assignments will be accepted more than 5 days late. Daily work assignments must be submitted by the due dates in order to receive any credit and will not be accepted late (other than for excused absences with proper documentation and your one late daily work oops pass).

Note: If you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension. Don’t wait until the last minute to reach out; waiting until the last minute before the due date to communicate may prevent the extension request from being granted.

All assignments are due by 11:59 p.m. (United States Central Standard Time) on the assigned due date, unless otherwise specified.

If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace system, you should email me to let me know what is going on, with the assignment attached, prior to the due date. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact Brightspace technical support to see about fixing the issue (see below for their contact information).

Brightspace by D2L

As this is an online course, you will be making frequent use of a computer and of Brightspace. You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments and discussion posts, and take reading quizzes. Your grades will also be recorded and accessible there. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions. Please make sure to configure your Brightspace account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that Brightspace emails or texts you any time I make an announcement.

Furthermore, I will communicate with the class via Brightspace and/or MySFA email. You are responsible for checking our class page (especially for announcements and updates) and your Brightspace/MySFA email regularly, and for being aware of any information there. Be sure to check the Course Timeline page in “Module 1: Getting Started” to see when each module opens and when assignments are due.

Brightspace Technical Support:
For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.sfasu.edu or (936) 468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

General Technical Support:
For general computer support (not related to Brightspace), contact the Help Desk at (936) 468-HELP (4357) or at help.sfasu.edu.
Course Citizenship

To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others and/or their ideas, beliefs, or position, and to avoid any type of hate speech. Be considerate and professional to your peers and your professor. Rude behavior in discussion forums is unacceptable and it will hurt your grade. This online platform is a professional environment, and I expect all of you to behave professionally.

Academic Integrity & Turnitin.com

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.

Academic Integrity Course Standard:

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.
Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to brainstorm topic ideas that they then revise or expand and cite properly; you should acknowledge your use of AI to assist you in brainstorming topic ideas for the assignment. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this course standard will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

**Turnitin.com (Plagiarism Detector):**

In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit the assignments notated with an asterisk in the Course Requirements & Evaluation section electronically to Brightspace dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote, as well as usage of AI-generated material.

For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**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/).

**Your Rights Under Title IX**

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are
required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

Helpful and Free Student Resources

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)
- Crisis Text Line: Text HELLO to 741-741
Writing Support (AARC):
The Academic Assistance and Resource Center (AARC) provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, the OWL, and SI.

Contact information:
Phone: (936) 468-4108
Email: aarc@sfasu.edu
Physical location: Ralph W. Steen Library, 1st floor

For more information about the services provided, visit them on the web: www.sfasu.edu/aarc.

Research Help (The Steen Library’s Resources):
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there are a wide range of full-text materials (including articles, e-Books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses three computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library, and there are many next to the LINC Lab.

- Info Lab 1- on the first floor by the circulation desk
- LINC Lab- on the first floor by the Technical Support Center
- Info Lab 2- on the second floor by the Center for Teaching & Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson
richardsjl3@sfasu.edu

Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here: https://sfasu.libguides.com/.

Nutritional Support (Lumberjack Food Pantry):
The primary purpose of the Lumberjack Food Pantry is to lead the way in the reduction of food insecurity on the SFA campus. Current SFA students are eligible to receive food distributions. Students who live off campus receive 100 points per month, while students who live on campus receive 50 points per month.

You can contact them by phone at (936) 468-4008 or by email at thepantry@sfasu.edu. Additional information can be found on the SFA website as well: https://www.sfasu.edu/thehub/food-pantry.

Additional Resources:
There are more resources than those highlighted above. As such, check out the “A-Z Concerns” page on the Lumberjack Wellness Network website in order to be provided with resources that can help to address any additional concerns you may have: https://www.sfasu.edu/lwn/a-z.
Note: The Lumberjack Wellness Network (LWN) is composed of faculty and staff who feel passionate about removing the stigma around mental health. Through iCare Ambassadors and a network of campus offices, the LWN re-imagines the ways in which our community works to combat mental health issues among our students.

ENGL 2311 Course Timeline

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.

Note: All due times are 11:59 p.m. unless otherwise specified. All due dates/times are in United States Central Standard Time.

Module 1: Getting Started (January 18-21, 2024) 1-week module
- Module 1 opens on 1/18
- Read: Chapter 1 of textbook
- Complete Getting to Know You discussion activity by 1/21
- Complete Learning Agreement Quiz by 1/21
- Complete Copyright Permission quiz by 1/21

Module 2: Introduction to Technical Writing, Purpose, Audience & Collaboration (January 22-28, 2024) 1-week module
- Module 2 opens on 1/22
- Read: Chapters 3 & 4 of textbook
- Correspondence assignment introduced (begin working on this assignment)
- Complete Scheduling Preparation assignment by 1/28
- Complete Module 2 Quiz by 1/28

Module 3: Professional Correspondence + Writing with Clarity (January 29-February 4, 2024) 1-week module
- Module 3 opens on 1/29
- Read: Chapters 6 & 9 of textbook (also reference Appendix Part B for advice on editing your documents for grammar, punctuation, and mechanics on a needs basis)
- Be working on the Correspondence assignment
- Submit Part 1 of Correspondence assignment to dropbox by 2/4
- Complete Module 3 Quiz by 2/4

Module 4: The Job Portfolio (February 5-18, 2024) 2-week module
- Module 4 opens on 2/5
- Read: pp. 150-172 of Chapter 7 and all of Chapter 10 of textbook
- Job Portfolio assignment introduced (be working on this assignment)
- Attend Zoom meeting #1: CCPD—Resume Construction (2:00 p.m. on 2/7)—or complete alternate assignment if unable to attend
- Submit Part 2 of Correspondence assignment to dropbox by 2/9
- Complete Zoom meeting #1 alternate assignment by 2/11 if you were unable to attend the meeting
- Complete optional Focus 2 Assessments extra credit opportunity by 2/11
- Submit drafts of cover letter and resume to the CCPD for optional extra credit opportunity by 2/13
• Attend Zoom meeting #2: CCPD—Interview Workshop (2:00 p.m. on 2/14)—or complete alternate assignment if unable to attend
• Complete Zoom meeting #2 alternate assignment by 2/18 if you were unable to attend the meeting
• Complete Module 4 Quiz by 2/18

Module 5: Document Design + Graphics (February 19-25, 2024) 1-week module
• Module 5 opens on 2/19
• Read: Chapter 8 of textbook
• Be working on the Job Portfolio assignment
• Complete Data Visualization Analysis discussion activity (Individual post due by 2/23; response to peer due by 2/25)
• Complete mock interview by 2/25
• Submit final draft of Job Portfolio (including job/internship ad, cover letter, resume & planning ahead memo) to dropbox by 2/25
• Complete Module 5 Quiz by 2/25

Module 6: The Instruction Set (February 26-March 10, 2024) 2-week module
• Module 6 opens on 2/26
• Read: Chapter 14 of textbook
• Instruction Set assignment introduced (be working on this assignment)
• Complete Instruction Set Analysis discussion activity (Individual post due by 3/1; response to peer due by 3/3)
• Complete Module 6 Quiz by 3/10

Spring Break (March 11-17, 2024) 1-week module
• Classes do not meet during this week, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments this week. Have a safe and relaxing break! ☺

Module 7: Ethical and Legal Obligations (March 18-24, 2024) 1-week module
• Module 7 opens on 3/18
• Read: pp. 445-449 of Appendix Part A and all of Chapter 2 of textbook (also reference pp. 449-461 & 467-474 of Appendix Part A on a needs basis)
• Submit draft of Instruction Set to discussion board for usability testing by 3/20
• Submit Instruction Set usability test feedback to peer in discussion board by 3/22
• Submit final draft of Instruction Set to dropbox by 3/24
• Complete Module 7 Quiz by 3/24

Module 8: Research (March 25-April 14, 2024) 3-week module
• Module 8 opens on 3/25
• Read: Chapter 5 of textbook
• Easter Holiday (March 28-31, 2024): Classes do not meet during this time, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments during this time. Have a safe and relaxing break! ☺
• Research Analysis & Annotated Bibliography assignment introduced (be working on this assignment)
• Decision-Making Report assignment introduced
• Complete Report Topic Email assignment by 3/27
- Attend Zoom meeting #3: Research (2:00 p.m. on 4/3)—or complete alternate assignment if unable to attend
- Complete Zoom meeting #3 alternate assignment by 4/7 if you were unable to attend the meeting
- Submit draft of Research Analysis & Annotated Bibliography to discussion board for draft review by 4/10
- Submit Research Analysis & Annotated Bibliography draft review feedback to peer in discussion board by 4/12
- Submit final draft of Research Analysis & Annotated Bibliography to dropbox by 4/14
- Complete Module 8 Quiz by 4/14

- Module 9 opens on 4/15
- Read: Chapter 13 of textbook
- Complete Module 9 Quiz by 4/21
- Submit draft of Decision-Making Report to discussion board for draft review by 4/24
- Submit Decision-Making Report draft review feedback to peers in discussion board by 4/26
- Submit final draft of Decision-Making Report assignment to dropbox by 4/28
- Complete optional Decision-Making Report AARC extra credit opportunity by 4/28

Module 10: Final Preparation, Course Reflection & Revision (April 29-May 5, 2024) 1-week module
- Module 10 opens on 4/29
- Complete Program and Course Standards Checklist by 5/5
- Complete optional assignment revision opportunity by 5/5
- All quizzes and quiz results will be hidden from view on 5/5, so study sooner rather than later.

Final Exam (May 6-10, 2024)
- Comprehensive final exam opens at 8:00 a.m. on Monday, May 6th and remains available until 11:59 p.m. on Wednesday, May 8th.
- You have 2 hours to complete the exam online from any location after you begin, and it must be taken in one sitting. The exam can only be taken once.