ENGL 5376

ENGL5376.201 Syllabus
Dr. Diana Cardenas
Spring 2011
FC 288, 825-3026 Diana.cardenas@tamucc.edu

OFFICE HOURS: MW 2-4:00; TR 1:00-2:00 and by appointment

Course Description:
A study of the theory, genres, and practices of professional writing and communication (academic and non-academic). Taught in a workshop setting, the course is designed for students who are at work on a major, long-term writing project.

Required Texts and Materials:
The Work of Writing by Elizabeth Rankin, Jossey-Bass, 2001

Handouts; other texts as related to individual projects; computer disks to save your work; articles in library reference

Student Learning Outcomes:
Students will:

- Create a semester-long writing plan.
- Inquire into the conventions and expectations for professional writing in the disciplines of students in the course
- Identify and develop documents pertinent to a student's discipline
- Understand the role of audience, purpose, message, and documentation style in the process of creating professional documents
- Develop an idea/concept through academic exploration, feedback, and revision.
- Incorporate/apply information to a WritingProject (a formal, scholarly activity), such as a conference paper, research article, thesis, proposal, technical report or technical article.
- Collaborate in a writing group to enhance planning, writing, revising, and presentation abilities.

Grading
20% Semester Writing Plan
10% Chapter Presentation
30% Completion of Plan
15% Conference Proposal and Presentation
25% Writing Group Participation (responses to group members' work)

Course Policies
Attendance
The class is conducted as a workshop, so your learning and the learning of your classmates relies on your regular attendance and participation, whether the class meeting is in person or online. Note above that workshop activities account for nearly 1/3 of your grade. Our class meetings are times for writing and productive collaboration: working together, helping each other, learning from each other. Therefore, if you miss more than 1 class meeting, no matter what the reason, your final grade will be lowered one letter grade for each day missed after 1 absence.

**Expectations**

We will treat our writing community as a professional work setting. Each member is expected to be prepared, to do the assigned readings/ writings/discussions, to meet the goals of his/her individual writing plan, and to have work ready for response. “Professional” also means that late work is unacceptable.

**Responses Readings**

Responses to assigned reading prompts will be written before the class meets to discuss readings. Be sure that you get copies of the readings and complete the prompts for response before you come to class.

**Professional Interactions**

In-class conduct: Since we are in a supportive, professional community, please treat each other and the professor with respect and follow simple standard of common courtesy. Turn off all cell phones & other electronic devices and put them away. Do not use them for texting; do not check messages during class.

The in-class computers are there for your benefit, to make in-class writing and researching easier. But be courteous with them. Do not use computers or class time for anything than English 5376 work. Do not work on computers while someone else (instructor or student) is speaking to the class.

**Academic Honesty/Plagiarism**

The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. The principle of academic honesty is especially important in this course, as your work is not only for a class, but for the larger audience of academic professionals. This course will abide by University policies in regard to academic conduct. Please refer to the current TAMU-CC Catalog for more information.

**Notice to Student with Disabilities**

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeal Process**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the
course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at: http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Writing Response Groups**

Our class meetings will function as just that - meetings where we will report on our activities and findings and continue to develop our Writing Projects. This is valuable time for members of each response group to offer valuable feedback. Each group member needs to contribute to each meeting.

Questions? If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and TAMU-CC.

<table>
<thead>
<tr>
<th>ENGLISH 5376 SCHEDULE</th>
<th>FALL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR. DIANA CARDENAS</td>
<td><a href="mailto:Diana.cardenas@tamucc.edu">Diana.cardenas@tamucc.edu</a></td>
</tr>
</tbody>
</table>

Semester Work

- **20% Semester Writing Plan**
- **10% Chapter Presentation**
- **30% Completion of Plan**
- **15% Conference Proposal and Presentation**
- **25% Writing Group Participation (responses to group members' work)**

Aug 24

**Introduction to the course**

Aug 31

**Assignment: Reading #1:** Conners, "The Rise of Technical Writing Instruction in America" 3-19.

Sept 7

Semester Writing Plan

Assignment: Reading #2: Rutter, "History, Rhetoric, and Humanism" 20-34
Miller, "A Humanistic Rationale for Technical Writing" 47-54

Sept 14

Class discussion leader: Rutter, "History, Rhetoric, and Humanism" 20-34
Miller, "A Humanistic Rationale for Technical Writing" 47-54

Semester Writing Plan

Assignment: Reading #3 Dobrin, "What's Technical about Technical Writing?" 107-123

Sept 21

Class leader discussion: Dobrin, "What's Technical about Technical Writing?" 107-123

Workshop writing

Assignment: Reading #4: Thralls & Blyer, "The Social Perspective and Professional Communication" 124-145

Sept 28

Class leader discussion: Thralls & Blyer, "The Social Perspective and Professional Communication" 124-145

Workshop writing

Assignment: Reading #5 "Writing Review as an Opportunity for Individuation"

Oct 5

Class leader discussion: “Writing Review as an Opportunity for Individuation"

Workshop writing

Assigned Reading #6: Charney, "Empiricism Is not a Dirty Word" 282-299
Oct 12

**Class leader discussion:** Charney, "Empiricism Is not a Dirty Word" 282-299

**Workshop writing**

**Assigned Reading #7:** Sullivan & Porter, "On Theory, Practice, and Method: Toward a Heuristic Research Methodology for Professional Writing" 300-313

Oct 19

**Class leader discussion:** Sullivan & Porter, "On Theory, Practice, and Method: Toward a Heuristic Research Methodology for Professional Writing" 300-313

**Workshop writing**

**Assigned Reading #8:** Dale L. Sullivan, "Political-Ethical Implications of Defining Technical Communication as a Practice" 211-219.

Oct 26

**Class leader discussion:** Dale L. Sullivan, "Political-Ethical Implications of Defining Technical Communication as a Practice" 211-219.

**Workshop writing**

**Assigned Reading #9:** Mahalingam Subbiah, "Social Construction Theory and Technical Communication"

Nov 2

**Class leader discussion:** Mahalingam Subbiah, "Social Construction Theory and Technical Communication"

**Workshop writing**

**Assigned Reading #10:** Bosley, "Cross-Cultural Communication: Whose Culture Is It Anyway? 466-474 and Cardenas, 'El nino Moises: The Challenges and Rewards of Teaching Intercultural Communication in a Service Learning Program"

Nov 9

**Class leader discussion:** Bosley, "Cross-Cultural Communication: Whose Culture Is It Anyway? 466-474 and Cardenas, 'El nino Moises: The Challenges and Rewards of Teaching Intercultural Communication in a Service Learning Program"

**Workshop writing**
Nov 16

Workshop writing

Nov 23 No Class: Email a progress report by midnight.

Nov 30

Oral Presentations

Dec 7

Oral Presentations

Dec 12

Semester Project due 5 pm.