Islanders in Scotland

Summer II 2017: English 3301.I01: Principles of Professional and Report Writing

**Days:** M-F | **Class Times:** 8:00-9:15 | **Classroom:** Dalkeith

**Instructor:** Tom Murphy

**Office:** Dalkeith

**Office Phone:** 361.877.4490 Cell#

**Email:** thomas.murphy@tamucc.edu

**Text Jott app** (free) Tom Murphy@prof_tmurphy

**Web:** bb9.tamucc.edu

**Office Hours:** M 2:00-3:30 W 10:00-12:00 or by appointment

WELCOME to this writing community. In this setting you will be involved in various writing projects that allow you (1) to identify needs related to your academic objectives and your future workplace and respond to those needs and (2) to address concerns or problems in the community that affect you in some manner. The main objective of this class is to help you gain the skills needed to think through these needs/concerns, analyze the audience(s) involved, secure various types of resources, generate solutions, and present these solutions in an effective manner. In class and beyond the classroom, you will work collaboratively with your classmates to benefit from the competencies that each one of you brings to this writing and learning community as we immerse ourselves in each project. (In this classroom context, your teacher will function as an active participant in this community.) You have authority as a writer; your teacher is not the only expert in this class. In fact, in this student-centered course you will emerge as an expert. You will not passively receive information from the teachers. You will conduct interviews with professionals in your future workplaces, request information from contact persons within the community, study and respond to the ideas of other writers, search for many types of other information (both traditional sources and online sources as well), and interact with your peers.

**YOUR ROLE** as a student is to make important decisions and choices based on the information you gather and interpret. You will work as an independent and active learner in a collaborative environment.

This course is designed to help you learn to 1) analyze communication contexts in terms of audiences, purposes, and situations, 2) create professional documents that solve problems and improve situations, 3) analyze and apply the ethical responsibilities involved in professional and technical writing, 4) use methods for audience analysis and participatory design, and 5) write and design multimodal documents that audiences and stakeholders find effective, convincing, and usable.

**Course Outcomes**

Upon completion of the course, students will be able to:

1. Create documents (written/visual/multimodal) by using effective and appropriate rhetorical methods and strategies in writing
2. Create documents (written/visual/multimodal) by choosing and using appropriate strategies in a variety of genres to achieve specific purposes with specific audiences
3. Create documents (written/visual/multimodal) by locating, selecting, assessing, and analyzing information sources, both print and digital, and integrate and document sources appropriately.

**English 3301 Textbook and Materials**
- Access Islander account, Blackboard, and One Drive. Some reliable way to electronically save your work
- Computer access/internet access/word processing programs

**Grades**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Contents</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.10.17</td>
<td>Portfolio One Writing on the Job: Workplace Literacy</td>
<td>Extensive Reflection Overview (RO) Final Version(s): Introduction Memorandum, Career Writing Memorandum, Career Related Document Evidence (connects to RO and course outcomes)</td>
<td>25%</td>
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<tr>
<td>7.17.17</td>
<td>Portfolio Two Applying for Career Betterment</td>
<td>Extensive Reflection Overview (RO) Final Version(s): Options of Workplace Evidence (connects to RO and course outcomes)</td>
<td>25%</td>
</tr>
<tr>
<td>7.25.17</td>
<td>Portfolio Three Signs and Usability</td>
<td>Extensive Reflection Overview (RO) Final Version(s): Signs and Usability Technical Report Evidence (connects to RO and course outcomes)</td>
<td>25%</td>
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<tr>
<td>Daily</td>
<td>In Class Responsibilities</td>
<td>Active participation and a professional attitude while attending all classes</td>
<td>15%</td>
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<tr>
<td>8.3.17</td>
<td>Interdisciplinary Project</td>
<td>Research Excursion</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td></td>
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<td>100%</td>
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**Course Policies**

*Attendance*
You are expected to come to class every day prepared and with required materials. Your in-class participation grade will be determined by various activities and assignments in Portfolio One, Two and Three, including but not limited to peer review of drafts, group discussions and presentations. In-class work cannot be made up.

*Classroom/Professional Behavior*
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s
ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Late Work/Extensions**

If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to complete or turn the work in late. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email.

**Academic Honesty/Plagiarism**

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the expectations and conventions for particular situations. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. You can also visit their website at [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) and contact them via e-mail at disability.services@tamucc.edu.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeal Process**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. **Monday July 24** is the last day to drop a class with an automatic grade of “W” this term.

**Provisional Course Outline**
Please visit the schedule regularly for the most updated plans and deadlines on Blackboard 9 BB9.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project *</th>
<th>Assignments</th>
<th>SLOs</th>
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</table>
| 1    | July 3-7 | Portfolio 1 Writing in your field | Chapter Readings, Exercises, Quizzes  
Intro to technical & professional writing, writing at work, introduce analysis & research project and memo writing conventions. Weekly activities due 7/3 and 7/5. | 1,2,3 |
**Submitting Documents**
All documents to be uploaded to blackboard.

**Electronics Policies**
If your cell phone works in the UK, cell phones may be used when they are part of the business of the class—doing research, communicating with an agency, etc.). While we're on the subject of technology, note that you may not "record" any class, either in an audio or visual format, without the instructor's permission. I'll likely give it, but you do need to ask. We are in a computer environment; your use of the computer should be class related—doing projects or taking notes. E-mail may only be used for class-related business. Although I don't like to make such draconian pronouncements, there is rarely a professional reason in the world to be on a social networking website during class time; if I see that you are doing it, I will not say a word. I will, however, note it in my gradebook and will deduct points from your "Professional Responsibility" grade, which is fifteen percent of the total.

**In Conclusion**
This should be a worthwhile and even enjoyable class. You can count on me to make class as interesting and as stimulating as possible. Finally, I am here to help you, but I cannot do so unless you let me know when you need help. Communicate.