Course Description
Designed specifically for computer science majors, this course focuses on developing students ability to (1) use writing to communicate effectively with a range of audiences about technology; (2) identify, analyze, and appropriately integrate relevant information in their writing; (3) make informed judgments about their uses of writing based on ACM's and IEEE's code of ethics; and (4) develop their ability to function effectively individually and as members of a team to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

● Use appropriate forms of written communication effectively with a range of audiences and for specific purposes.
  o analyze situations
  o audience, purpose, contexts, etc.
  o choose appropriate form(s) of communication
  o use effective process(es) to produce communication
  o plan, draft, revise
  o find and use appropriate content
  o meet readers’ expectations for genre conventions
  o format / design, organization, citation and documentation, vocabulary, usage, punctuation, mechanics

● Apply their profession's code of ethics (ACM and IEEE) to computing-related ethical situations.

● Demonstrate ability to function effectively individually and as members of a team to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.

Course Texts and Materials
● Readings will be online, open-source, and free
● Islander account (including email, network logon, other University services)
● Active email account that you check regularly (daily or more often)
● Access to Blackboard
● Google account (If you don't have a Google account, you can sign up for free here: <https://accounts.google.com/SignUp?hl=en>
Assignments and How You Will Earn Your Grade

How you will earn your grade

<table>
<thead>
<tr>
<th>Assignment / Activity</th>
<th>Minimum % toward portfolio</th>
<th>Your choice of % distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive Portfolio Overview Memo</td>
<td>15%</td>
<td></td>
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<tr>
<td>Engagement &amp; Learning (accountability) Weekly Memos (weeks 2-6)</td>
<td>5%</td>
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<tr>
<td>Work for Ongoing Professional Development</td>
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<td>• Creating Professional Work Environment</td>
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<td>o Agile / Scrum methods and practices</td>
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<td>• Professional Communication: #1-4</td>
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<td>• Job / Internship Search Process</td>
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<td>o Online Presence</td>
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<td>o Resume Drafts and Final</td>
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<td>o Interview / Elevator: Written / Oral</td>
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<td>• Professional Identities:</td>
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<td>o About Me: 3 perspectives: Written</td>
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<tr>
<td>Professional Ethics: Group Assignment</td>
<td>10%</td>
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<tr>
<td>• Written Report Draft</td>
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<td>Options (Consult with professor)</td>
<td>Negotiable</td>
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### Final Portfolio: Tentative 60% of course grade

<table>
<thead>
<tr>
<th>Assignments / Activities</th>
<th>Minimum % toward portfolio</th>
<th>Your choice of % distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive Portfolio Overview Memo, Due with Final Portfolio</td>
<td>15%</td>
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<tr>
<td>Engagement &amp; Learning (accountability) Bi-Weekly-ish Memos <strong>Weeks 9, 11, 14</strong></td>
<td>5%</td>
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</table>
| Work for Ongoing Professional Development  
  - Ongoing Interview and Elevator:  
    - Written and f2f Oral  
  - Ongoing About Me: 4 perspectives | 15% |  |
| Ethics and Current Issues in IT: Individual Ongoing  
  - Written Summaries and Presentations | 10% |  |
| Ethics and Current Issues in IT: Group Project  
  - Final Written Report  
  - ACM/STS Presentation | 15% |  |

### Managing Documents & Submitting Assignments

You will create a class folder in Google Drive that will be shared with me and the class. In that primary folder, you will organize and maintain folders for all your coursework. We will create these folders and work on proper sharing arrangements during our first class. Ideally, most of your work will be done using word-processing, presentation, or other software for creating digital content. If you do handwrite or draw some of your work, you can take a picture of that and upload it to your course folder(s), too. Unless directed otherwise, please do not send coursework to me via email.
Guidelines for Document Formats, File / Folder Naming, Submitting

Document Formats

- Most of the documents you draft and revise as finished pieces will have specific format expectations, such as resume, biographical statements, memos, reports, presentation scripts. However, some of your work will be informal, meant for your use, such as drafting responses to "About Me," "Interview Prompts," and "Elevator Impromptu content."
- For many of the documents you compose, headings will be appropriate. We will discuss effective use of those.
- Please do NOT use double spacing. Use single-spaced text and block paragraphs (no indent), with blank lines between paragraphs.
- Throughout the semester, we will use various resources to work on revising to produce effective professional prose.

File naming protocols

If I don't specify a filename or new folder name for your various assignments / documents, be sure all of your documents / files include this information:

- LastName-FirstName_TR (or MW)_F19_Title of Assignment_v# (for drafts) or final if done
- While you are creating documents, that is a good time to set the sharing permissions. You want to create a shareable link, and make sure anyone with the link can edit. If you do not understand this, please ask me or a classmate.

Submitting Assignments

- I may occasionally ask you to use Blackboard to submit links to your work. The Bb set up helps me keep track of what to read / respond to and helps create a record of how you are "keeping up."
- Before you share a link to your work, be sure to set the sharing permissions. You want to create a shareable link, and make sure anyone with the link can edit.
- Most assignments will be reviewed as they exist in our shared Google Drive, though. Because writing is always ongoing, these can be edited and revised throughout the process, with the exception that pdf versions will be required for portfolio submissions at midterm and the final.

Course Workshop Environment

"Interaction" and "Community" will be key concepts for us this semester. Through our various interactions we will be participating in and creating a learning community.
Much of the work you do—formally and informally—will be done in small groups. Many of you may have had negative experiences with "group work," but I can assure you your experiences in this class will be different. You will learn to work effectively in small groups, and you may be part of several different small groups, formed for different purposes. I've been using groups for a number of years now, and I consider them to be an integral part of every course I teach. Participating in group activities will not be optional. Learning to work productively as an integral part of an activity is one of your goals for this semester. I'm convinced that you will find the group environment to be one of the most useful and meaningful features of this course.

Although I understand that effective group work requires that group members become comfortable with one another, and that a certain amount of sociability is required to maintain positive group dynamics, I also assume that when you work in groups, you are responsible for fulfilling the goals of that particular activity and that behavior in small group settings will be as respectful and professional as it is in our whole class settings.

Sharing and Responding to Work in Progress

Because writing and reading are both cognitive process and social practice (processes and actions), because all writing and reading is purposeful, because all writing (and reading!) has an audience, we will share much of our work-in-progress in this course—with group mates, with other classmates, and when appropriate, with public audiences. At times during the semester, I may use student work-in-progress as a model for a whole class discussion.

Sharing work in progress is most useful when we all participate in the exchange and response process seriously and fully. I expect that we will provide full, focused, useful, honest commentary to one another when we exchange work. I am evaluating your participation in and contributions to this ongoing process. I understand that most of you have not had experience with this, or you've had negative experiences. I can assure you that we will learn how to share and respond in ways that are effective and positive.

Course Policies: Responsibilities

Respect

In all settings and interactions, 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.
More specifically, in this course, I want our community of learning to be a “Safe Zone”: Professional etiquette and civility are expected. Respect the diversity of the classroom. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability.

"Presence" (Attendance) and Participation: Engaging with the Course
You’ll notice that I have no separate portion of your grade that is assigned to “participation” (which usually includes attendance and other stuff). Instead, your “presence” and “participation”—what I call your “engagement” with the course—contribute to your grades for each of the projects you will submit. Further, rather than my determining your attendance or the ways you engaged with the course, you will be responsible for providing evidence of your engagement in each of the projects.

In each project you will submit multiple kinds of writing and evidence of “process work” (that is evidence of your planning, reading, research, drafting, revising, responding, editing, proofreading, etc.). The writing you submit will earn a % of your portfolio grade, and your process work will earn a %. I think you can see that consistent and serious “presence” and “participation”—engagement—are an expected and necessary part of the course if you intend to earn the grade you want.

Due Dates and Flexibility: Being a Responsible Learner
I understand that all of you have different learning and working styles (and different demands on your time and energy), and all that translates into different processes and paces for completing assignments and activities.

The course schedule is an "ideal" rendering of how this course will proceed, especially the schedule for working on the assignments—planning, research, drafting, sharing and responding, and revising. However, I recognize that my concept of "ideal" will not necessarily fit anyone else's concept of "ideal."

If you are unable to meet the due dates on our course schedule, if you do not think you can produce the quality of work you want to produce within that schedule, send me an email message and propose a different due date. When I receive your proposal, I'll accept it or propose a different date. For our purposes, "end of day" means before sunrise on the day following. So end of day Saturday means before sunrise on Sunday.

Proposing a different due date will not affect your grade. However, if you do miss a due date without notifying me in advance and arranging for a new date, you will affect your grade. [Please note: If my "flexibility" with due dates has a negative effect on the kind of participatory learning environment that we all deserve, I reserve the right to modify this "policy."
Writing Center
The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases

All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel.

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”)

It is sometimes difficult to understand what plagiarism actually is. Students sometimes commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. 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, or
• turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 and 1302 courses and the Writing Center at CASA will review rules of academic citation. Information academic citation is available at the Purdue University's OWL, https://owl.purdue.edu/ and/or from our local Writing Center at CASA.

Disabilities Accommodations
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 116.

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.

Academic Advising
Because this course is a required part of the COSC degree plan and students' advising is handled through the College of Science and Engineering, the following statement applies specifically to students in ENGL 3310:

The College of Science and Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in CI 366 and can be reached at 825-3721.

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 or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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.
Grade Appeals
As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at:


For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Support for Basic Needs
Insufficient basic needs--food, a safe living space--can affect your performance in classes and make your university experience more challenging. If you have difficulty affording groceries or accessing sufficient food, or you lack a safe and stable place to live, you might consider several resources on campus.

- Contact the Division of Student Engagement and Success for support. Specifically, the office of Student Assistance provides consultations, resource management, and institutional support for “extenuating circumstances.” Their website is here:
  - http://studentaffairs.tamucc.edu/StudentAssistance.html.
  - The Student Assistance Coordinator is Kristeen Gonzalez. UC318, M-F 8AM-5PM. 361-825-2612
- If you do not have access to or cannot afford sufficient food, be aware that “Izzy’s Food Pantry” provides on-campus access to food. Find more information here:
  - http://seas.tamucc.edu/FoodPantry/
- If you feel comfortable doing so, please talk with me and / or your other professors. We may be able to assist.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
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 the University.

Tentative Course Schedule

- **Week One**
  - Introductions / Introductory Writing
- **Week Two**
  - Engagement and Learning assignment
  - Professional Development assignments
- **Week Three**
  - Engagement and Learning assignment
  - Professional Development assignments
- **Week Four**
  - Engagement and Learning assignment
  - Professional Development assignments
- **Week Five**
  - Engagement and Learning assignment
  - Professional Development assignments
- **Week Six**
  - Engagement and Learning assignment
  - Professional Development assignments
- **Week Seven**
  - Engagement and Learning Mid-Term Overview
  - Professional Development Mid-Term Overview
- **Week Eight**
  - Engagement and Learning assignments
  - Professional Development assignments
- **Week Nine**
  - Engagement and Learning assignments
  - Professional Development assignments
- **Week Ten**
  - Engagement and Learning assignments
  - Professional Development assignments
  - IT Issue Project
- **Week Eleven**
  - Engagement and Learning assignments
  - Professional Development assignments
  - IT Issue Project
- **Week Twelve**
  - Engagement and Learning assignments
- Professional Development assignments
- IT Issue Project

**Week Thirteen**
- Engagement and Learning assignments
- Professional Development assignments
- IT Issue Project

**Week Fourteen**
- Engagement and Learning assignments
- Professional Development assignments
- IT Issue Project

**Week Fifteen**
- Engagement and Learning Final Overview
- Professional Development Final Overview
- IT Issue Project: Presentations

**Final Exam**
- Final Portfolio Due @ final exam