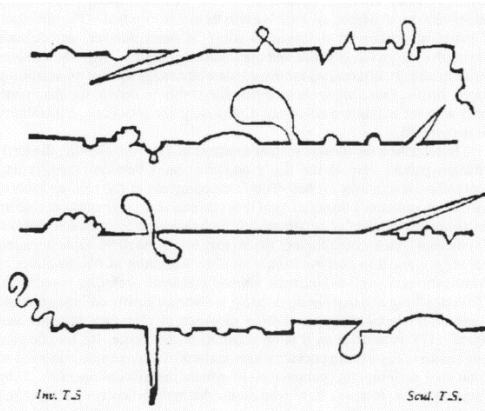# English 4313.01 Professional Reports

Meandering lines showing the digressive narrative structure of Lawrence Sterne's novel *Tristram Shandy*. Professional writing should NOT look this way.

Location: MAB 206

Time: 12:30 – 1:45 pm Tues Thurs

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 114

Office Phone: 8283

Office Hours: MWTF: 10-12 and 2-4 or by appointment

COURSE DESCRIPTION

English 4313 teaches the rhetorical principles and writing practices necessary for producing a variety of forms of reports in professional contexts (SLOs 1, 2, 3). Students will gain applied experience in research, workplace writing, and oral presentations (SLOs 1,2,3, 5). The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society in general, as well as by the expectations of SRSU students and programs (SLOs 1, 2). English 4303 takes place in a networked computer classroom or utilizes a wide-range of online resources for online students to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace (SLO 3, 4, 5). The course teaches the rhetorical principles that help students collaboratively shape their professional writing ethically, for multiple audiences, in a variety of professional situations (SLOs 1, 2, 3).

TEXTS

Smith-Godfrey, Peter. *Theory and Reality, An Introduction to the Philosophy of Science*. The University of Chicago Press, 2021

Heard, Stephen. *The Scientists Guide to Writing*. Princeton UP, 2022 2nd Edition

Course Student Learning Outcomes

1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies for writing well-organized reports
3. Prepare and give oral presentations
4. Strengthen collaborative writing skills and
5. Experiment with writing and multimedia in the genres of technical and business writing.

The course promotes skills in the following areas:

1. **The Writing Process**
   Developing and understand various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and ethically to professional situations and audiences.
2. **Writing in Context**
   Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication and public discourse.
3. **Research**
   Understanding and using various research methods to produce professional documents, including analyzing professional contexts, assessing and using information resources, and determining how various media and technologies affect and are affected by users and readers.
4. **Technology**
   Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.
5. **Document Design**
   Learning to argue with visual data, understanding and implementing various principles of format, layout, and design of professional documents that meet multiple user and reader needs.

Marketable Skills
1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

English (Undergraduate) Student Learning Outcomes
Graduating students will demonstrate that they can

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Attendance Policy
*More **than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.*** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Deadlines
Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard
If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or https://techassist.sulross.edu

Accommodating Students with Disabilities and Counseling Services
Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

SRSU Library Services
The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Tutoring at the English Department's Online Writing Center
The English Department provides tutoring through Blackboard Collaborate. I will assign extra credit for major assignments receiving feedback from the tutors in the English Department's Online Writing Center.

Plagiarism and Academic Integrity
Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Classroom Climate of Respect
Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Incompletes

Incompletes will only be granted if there is a valid reason why the student is unable to complete the course work and at least 50% of the course assignments are completed.

PROJECTS
1. **Science News Report (250 points total)**
2. **Science Report (450)**
3. **Grant Proposal (300)**

GRADING

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	SLOs	Points
News Report		**20**		**250**
Story Idea	9.10	2		20
Response on a related story	9.12	2		30
Photo or Graphic	9.19	2		30
Edited Draft of partners story	9.24	2		20
1 page news story	9.26	10		150
Science Report		**40**		**450**
Collaborative Statement of Purpose	10.3	5		50
Summary Foundational Source	10.10	5		50
Precis of a Current Source	10.17	5		50
Collaborative Progress Report	10.22	5		50
Graphic	10.24	5		50
Team Oral Report	10.31	5		50
Collaborative Team Report	11.5	15		150
Grant Application		**30**		**300**
Statement of Purpose Grant Development Memo	11.12	5		50
ISIS memo on a Grant Proposal	11.21	2.5		25
Peer Review	11.26	2.5		25
Grant Presentation	Final Date	5		50
Grant Proposal	Final Date	15		150
Total Points Available		100		1000

COURSE CALENDAR

Dates	Activities	Readings	Objectives, Resources and Due Dates
Week One **Unit 1 White Paper Project**			
8.27-29	Introduce syllabus	*The Scientist's Guide to Writing* p 1-14	*Week Objectives:* Introduce syllabus and first project
Week Two			
9.3-5	Tone, science, style, techniques in science journalism Discuss recent science news article Begin investigating possible science news stories	Recent science news article *The Scientist's Guide to Writing* p 1-14	Due September 5 Response paper on current science news story September 2: Labor Day
Week Three			
9.10-12	Pitch a science news story Discuss variations in style across subjects, publications, and audiences.	Article on theme related to the subject of your report. *The Scientist's Guide to Writing* p 15-56	Due September 10 Proposal for news story Due September 12 Response paper on a news story related to your own news report subject
Week Four			
9.17-19	Creating visuals	Science journalism guide—guest presenter Graphics in sciences	Due Graphic to accompany your news story, September 19
Week Five			
9.24-26	Proofreading and editing Revision	Science journalism style	Due September 26: Edited draft of partner's paper Due September 26: One full page, single-spaced science news story

Week Six **Unit 2: Science Research Report**			
10.1-3	Theory of science And Approaches to science writing using IMRaD	*The Scientist's Guide to Writing* P 57-93 I - introduction	Due October 3: Collaborative statement of purpose for research project
Week Seven			
10.8-10	Research Library Research	Examples of theory *The Scientist's Guide to Writing* P 94-103 M – methods *Theory & Reality* 1. Introduction P 1-22	Due October 10: Summary of Theoretical or Foundational Source
Week Eight			
10.15-17	Field research Empirical data Longitudinal/diachronic Larger synchronic samples Null and control groups objectivity	*The Scientist's Guide to Writing* P 104-126 R – results *Theory & Reality* 2. Empiricism P 26-50	Due October 17: Precis of a current source on your subject
Week Nine			
10.22-24	Writing and revision Creating graphics using statisticx	*The Scientist's Guide to Writing* P 127-133 D – discussion *Theory & Reality* 3. Evidence and Induction P 53-74	Due October 22: Collaborative Progress Report Due October 24: Draft of Graphic
Week Ten			
10.29 10.31	PowerPoint design workshop PowerPoint Presentations:	*The Scientist's Guide to Writing* P 134-145	Due 10.29 to 10.31 PowerPoint presentations

	10.29 and 31	Back Matter & Citations *Theory & Reality* 4. Popper: Conjecture and Refutation P 77-95	
Week 11 **Unit 3: Grant Proposals in Science or Education**			
11.5-7	Introduce Proposals and Grants	*Theory & Reality* 5. Kuhn's Revolution P 101-125	Due 11.5 Collaborative Science Reports
Week 12			
11.12-14	Organizing and Drafting Coordinating with foundations	*Theory & Reality* 6. Theories and Frameworks P 131-146	Due November 12: Statement of Purpose for Grant Proposal
Week 13			
11.19-21	Teamwork and planning Grant proposal format and design	*Theory & Reality* 7. The Challenge from Sociology of Science P 151-163	Due November 21: ISIS Memo on a Grant Proposal
Week 14			
11.26 **Thanksgiving 11.27-29**	Drafting Grant Proposal Revising and Editing		Due November 26: Grant proposal peer review of other team's proposal draft.
Week 15			
12.3 **Last Day of Class**	Revising and Editing the Grant Proposal		Due December 6 -11 Grant proposal And PowerPoint Presentation

12.5 **Dead Day** 12.6 **First Day of Finals Week**	Last Day of Class: Wednesday, 12.5 Team Presentations on December 5 or on the final if necessary.		
Week 16			
12.9-11 **Finals Week**	Final Exam date is TBD PowerPoint Presentations on date of Final		

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction tjay promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and taches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.