

ENG 4313

Fall 2025

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Office hours: Monday 6 – 9 (by appointment)

Professional Reports

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).

Course Student Learning Outcomes

- Interpret and analyze texts for various audiences
- Develop persuasive strategies for writing well-organized reports
- Prepare and give oral presentations
- Strengthen collaborative writing skills and
- 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.

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.

Marketable Skills

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

Texts

- Heard, Stephen. *The Scientists Guide to Writing*. Princeton UP, 2022 2nd Edition
- All the other readings will be found on Blackboard.

Assignments

- Critical response to science news
- Science news story
- Science research report
- Grant proposal

Grading

Attendance: 5%

Participation: 10%

Lab: 30%

Peer review and revising: 10%

Critical response to science news: 5%

Science news story: 10%

Science research report: 15%

Science research presentation: 10%

Grant proposal: 5%

Class Policies

Attendance

To engage in this course, you are supposed to attend classes. Attendance will be taken at the start of each class. Though some laxity will be granted for emergencies, you are supposed to email me beforehand with justifiable reasons if you are going to be absent.

Participation

Attending and sitting in classes silently will not give you credit for participation. To obtain credit, you are supposed to engage actively in class and group discussions. There will be sessions that start with a go-round-classroom discussion. This is a good opportunity for you to make contributions.

Electronic Devices

Frequent consultation of your phone is not allowed in class. Laptops and tablets are only allowed to access materials related to this class.

Late Work Policy

You should work to meet the deadlines of assignments as listed on this syllabus. Although I do not encourage procrastination, I understand sometimes you could feel stuck or encounter difficulties in writing. Start working as early as possible. Trying to write an essay from scratch only a few hours before deadline produces nothing but stress and terror. Reach out to me when you feel not able to meet a deadline, and we will figure it out together. A late submission without prior notice and my consent will not be graded.

AI Policy

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore,

the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Class Schedule

Week	Date	Topic	Homework
1	Aug 28	Introduction to the course, syllabus reading and Q&A	Reading: <i>The Scientist's Guide to Writing</i> p 1-14
		Introduce yourself and your research field	Research: Find a recent science news article whose topic intrigues you
		Research lab: search for recent science news	
2	Sep 4	Discuss recent science news articles that you find	Reading: Kolbert, Elizabeth, "The Little-Known World of Caterpillars" (Blackboard)
		Tone, science, style, techniques in science journalism	Brainstorming: Your own science news story
		Writing lab: writing a critical response to the science news	
Sep 7 Critical response to science news due			
3	Sep 11	Variations in style across subjects, publications, and audiences	Reading: <i>The Scientist's Guide to Writing</i> p 15-56
		Discussion: topics for your science news	Research: Find an article on the topic of your science news and read it
		Writing lab: outlining and drafting your science news	
4	Sep 18	Showcase: your research results and your science news project	Writing: Finish drafting your science news and incorporate visuals
		How to read, create, and incorporate visuals	
		Creative lab: create and incorporate visuals	
5	Sep 25	Grammar drill	Writing and revising: Revise and finalize your science news
		How to do peer review, proofreading, and editing	Reading: <i>The Scientist's Guide to Writing</i> , pp. 59-87
		Peer review lab	
Sep 28 Science news due			
6	Oct 2	Intro to science writing	Reading:

		Writing lab: brainstorming a research topic and outlining a research plan	<i>The Scientist's Guide to Writing</i> , pp.88-93 I – Introduction
7	Oct 9	Library research resources Citation formats	Reading: <i>The Scientist's Guide to Writing</i> pp. 94-103 M – methods pp. 104-126 R – results
		Writing lab: drafting introduction	
		Research lab	
8	Oct 16	Writing lab: drafting the method section	Reading: <i>The Scientist's Guide to Writing</i> , pp. 159 – 204 Style
		Field research	
		Research lab	
9	Oct 23	Writing style	Reading: <i>The Scientist's Guide to Writing</i> , pp. 205 – 244 Revision
		Writing lab: drafting your science research report	
10	Oct 30	Revision	Revise your science research report
		Peer review lab	
11	Nov 6	Presentation design lab	Prepare for presenting your science research project
		Introduction to grants and proposals	
Nov 7 Science research report due			
12	Nov 13	Science research presentation	Finish your proposal draft
		Grant proposal format and design	
		Writing lab: drafting your proposal	
13	Nov 20	Peer review lab	External review
		Revising and editing your proposal	
14	Nov 27	No class (Thanksgiving)	Revise and edit your proposal
Dec 7 Proposal due			

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC,

SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, **students are responsible for checking their Sul Ross email as an official form of communication from the university.** Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

Helpful Resources on Campus

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact:

- srsulibrary@sulross.edu
- srsuarchives@sulross.edu
- Eagle Pass (D-129) Front Desk: 830-758-5035

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Writing Center

The Writing Center provides tutoring support for your brainstorming, writing, and revising. I encourage you to make an appointment for a tutoring session. If you are interested, contact Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu. To access the Writing Center page, go to Blackboard. If you are logged into Blackboard, all you have to do is click this link: https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed