College Composition II Scientific and Technical Report Writing
The University of Toledo
English Department/College of Arts and Letters
ENGL 2950-*(insert section number) (Insert CRN here)*

Instructor: *(Insert Name)*

Email: *(Insert Email Address)*

Office Hours: *(Insert Days and Time)*

Office Location: *(Insert Building/Office Number)*

Office Phone: *(Insert Phone Number)*

Term: *(Insert Semester and Year)*

Class Location: *(Insert Building/Office #)*

Class Day/Time: *(Insert Days and Time)*

Credit Hours: 3

COURSE/CATALOG DESCRIPTION (REQUIRED)

Instruction and practice in writing informational and analytical reports to varied audiences in medical, scientific or technical fields. Prerequisite: ENGL 1100 or 1110 English core course

COURSE OVERVIEW (OVERVIEW CAN BE MODIFIED TO FIT A STUDENT AUDIENCE, ALTHOUGH ALL FOUR FOCUS AREAS SHOULD BE EMPHASIZED. COURSE REQUIREMENT STATEMENT SHOULD BE LEFT AS IS)

Course Requirements:
- Students will produce a minimum of 7,000 words in final draft form over the course of the semester. This will mean roughly 20-24 finished pages. At least one paper will be a documented essay using either MLA or APA format and incorporating a number of sources with a sustained discussion that results in a paper of at least 8 pages.

Focus Areas

The core of this course consists of the following four skill areas.

- *Research Skills* (using primary and library research to discover information)
- *Correspondence Skills* (learning the generic conventions of each)
- *Explanatory or Demonstrative Writing Skills (*to disseminate technical information to either non-technical or technical readers, such as descriptions, instructions, informational handouts, FAQs, etc. [not persuasive, per se])
- *Visual and Multimedia Communication Skills* (may appear as separate assignments or as components of other assignments)

Required Course Assignments & Assessment
The following *core assignments* are provided so instructors understand the amount of coursework to assign; each core should be incorporated into all 2950 courses. Because one of the goals of the course is to simulate workplace experiences (resulting in some assignments being produced in different media environments), specific page-counts or word-counts are less important than writing to meet the expectations of a management audience. The main goal is to create a *common experience* across sections and to answer the question "What should every student who has taken English 2950 be expected to know how to do?"

The following core assignments should be assigned in all 2950 courses:

Writing Assignments:
- Correspondence documents such as emails, memos, letters, internal blogs.
- A Set of Instructions or Procedures describing a process that might be encountered in a workplace situation.
- A Technical Description or Definition of a mechanical object, or complex process.
- An Analytical Report, White Paper, or Proposal based on extensive primary and secondary research.
- A Final e-Portfolio to be uploaded into the University of Toledo Institutional Matrix.

The following elements should be incorporated into the assignments above:
- An **Abstract** that effectively summarizes a longer professional document.
- **Collaboration:** At least one of the above documents should be a collaborative effort between two or more students.
- **Graphics**: At least one document incorporating graphical representations of data.
- **Visual Rhetoric:** Use of visual and document design strategies, such as bullets, sub-headings, white space, etc…
- **Technology and Multi-media**: Assignments should incorporate some innovative technologies, such as blogs, wikis, podcasts, webcasts, presentation software, or webpages.

STUDENT LEARNING OUTCOMES (REQUIRED)

First, students in Composition II courses will be expected to continually build upon and strengthen the learning outcomes from Composition I (ENGL 1110); please see the common syllabus for ENGL 1110 for a description of those learning outcomes. In addition, students who successfully complete ENGL 2950 will also be able to:

1. Incorporate technical information and knowledge into practical documents for a variety of professional and public audiences. (*TAG: Rhetorical Knowledge*)

2. Compose professional documents that are concise, clear, accurate, and ethical. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

3. Demonstrate professional writing strategies, including direct order organization, objective voice, unbiased analysis and summary, and use of transitional devices. (*TAG: Rhetorical Knowledge and Knowledge of Conventions*)

4. Explain and apply the rhetorical strategies and conventions of scientific and technical communication genres, such as but not limited to abstracts, data-based research reports, instructional manuals, technical descriptions, multimedia and web documents, and correspondence. (*TAG: Rhetorical Knowledge and Composing in Electronic Environments*)

5. Collect, analyze, document, and report on multiple forms of research clearly, concisely, logically, and ethically. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

6. Revise and edit effectively all assignments, including formal and informal texts and communications. (*TAG: Knowledge of the Composing Process and Knowledge of Conventions*)

7. Demonstrate professional work habits, including but not limited to those necessary for effective collaboration, cooperation, and presentation with other students, instructors, and, if applicable, outside stakeholders. (*TAG: Collaboration*)

8. Identify different citation styles and use them in the disciplines for which they are appropriate. (*TAG: Knowledge of Conventions*)

   a. NOTE: TAG refers to the Ohio Transfer Articulation Guidelines and are required for all transfer eligible general education writing courses.

General Education Statement: **(REQUIRED)**

This course fulfills a General Education and Core Curriculum requirement at the University of Toledo.

TEACHING STRATEGIES (PLACE YOUR OWN STATEMENT HERE; FEEL FREE TO USE/MODIFY EXAMPLE BELOW AS NEEDED)
(Insert information describing how the learning process will be structured and achieved; identify the delivery modalities (face-to-face, online or blended), modes of communication and the learning activities that will be used)

Example: This section of ENGL 2950 will be a discussion based course; students are expected to arrive to class on-time and prepared to discuss course texts and topics. Lectures will be used when necessary. The class will be a blended course; discussion, writing activities, and peer review will take place both in-class and in the course Blackboard site, using features such as discussion boards and peer group rooms. More information about the online components of the course will be offered at a later date. Finally, ENGL 2950 is a course where students will be asked to work frequently in groups to complete both informal and formal writing assignments. Collaboration in the workplace is a common activity. Therefore, this course will stress the need for students to develop peer evaluation skills. In addition to offering students a collaborative experience, peer review develops a student's own sense of the standards for good writing, as well

3
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Office of the Provost/University Teaching Center/
Office of Assessment, Accreditation and Program Review

as aids other students in their revision. Students are expected to be active members of their groups and to display good social and work skills during these projects.

PREREQUISITES AND COREQUISITES (REQUIRED)

Students are eligible for ENGL 2950 after successfully completing ENGL 1110: College Composition I, ENGL 1010 College Composition I with Co-Requisite, or through obtaining Composition I credit via test score, portfolio, or transfer.

REQUIRED TEXTS AND ANCILLARY MATERIALS (REQUIRED)

(Provide full text citations including author, title, publisher, edition and copyright year *for all books and ancillary, recommended, optional, or supplemental materials printed and electronic. If your course is OTM/TAG, or CTAG be sure to also include ISBN numbers).*

TECHNOLOGY REQUIREMENTS (OPTIONAL; REQUIRED FOR DL COURSE)

(Insert specifics about any hardware (clickers, computer, iPad, etc.) and/or software (Keynote, Photoshop, etc.) that will be required. Indicate any access requirements for online learning tools (Blackboard, Alex, etc.) that will be needed in order to complete the course. If there are no technology requirements, simply state "None".)

Example:

Use of the Blackboard course management system is required

All final copies of written work for this class must be submitted on time to the Blackboard Drop box created for that assignment. All course documents, including the course syllabus, handouts, and other important course information, will be posted on Blackboard. Course announcements will be made on the Blackboard course home page. Students are responsible for consulting the Blackboard course homepage frequently to keep current on course announcements. Use of the Blackboard 9.1 system is a formal requirement of this course.

Computer Access and Proficiency

Most sections of this course will be assigned to computer equipped classrooms. In addition, the university makes access to computers for student use at numerous locations on campus.

It is assumed that all students at the beginning of the course have a basic knowledge of writing on computers, including knowledge of how to create, save and store files in a format assigned by the instructor. Students should also know how to submit files to drop boxes, edit and view documents sent as email attachments, and access university sponsored software.

POLICY STATEMENT ON NON-DISCRIMINATION ON THE BASIS OF DISABILITY (ADA) (REQUIRED)

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

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Office of the Provost/University Teaching Center/
Office of Assessment, Accreditation and Program Review

RESOURCES RELATED TO SEXUAL OR GENDER-BASED VIOLENCE AND HARASSMENT

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: http://www.utoledo.edu/title-ix/. Policies relating to Title IX can be found at: http://www.utoledo.edu/title-ix/policies.html.

ACADEMIC ACCOMMODATIONS (REQUIRED)
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office ((telephone: x4981 or e-mail: studentdisabilitysvs@utoledo.edu .) This office's web address is http://www.utoledo.edu/offices/student-disability-services/index.html.

COURSE POLICIES EXPECTATIONS (PLEASE INCLUDE ALL POLICIES AND EXPECTATIONS THAT ARE NEEDED FOR YOUR COURSE; YOU CAN USE/MODIFY POLICIES LISTED BELOW AS NEEDED OR USE/CREATE YOUR OWN POLICIES)

Attendance (Also see the University of Toledo Missed Class Policy: http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf)*:*

Students' active participation in this writing class will help them to achieve the goals of this course and accomplish personal academic goals. Therefore, regular attendance and informed and

active participation are expected. Students will be writing in this class frequently and in-class writing activities may not be made up outside of class unless the student has an excused absence. Missing these assignments may lower class evaluation and course grades.

In the event that a student must miss class, it is that student's responsibility are to notify the instructor by voice mail or in writing. It is also the student's responsibility to find out what was missed and to complete all work.

Late Work:

Assignments are due on the day specified. Late work will be subject to a lowered grade although the penalty may be waived if the instructor determines that the absence was an excused absence.

Plagiarism (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf):

Representing the work of another as one's own, whether through direct copying, unattributed paraphrasing, or inadequate citation practices constitutes plagiarism. If a student does not know how to give credit where credit is due—and that is a legitimate concern—see your course instructor and review the process. A paper that is plagiarized in whole or in part may receive an NC, the student producing it may receive a final grade of NC, and the paper may be turned over to the administrative supervisors to determine further action. Plagiarism is grounds for dismissal from the University.

Submission of Work:

It is expected that all student work submitted for a grade will be typed in a standard 12-point font, double spaced, and with one-inch margins.

Evaluation:

Student writing this semester will be evaluated primarily for its rhetorical effectiveness. Does it adequately consider the audience to whom it is addressed? Is it convincing, captivating, inventive? It will also be evaluated for classroom values that demonstrate the student's preparation for the tasks at hand, participation in class conversation and collaboration, and engagement in the common texts and tasks. A third measure will be made of the academic value of the text. Does it speak, when it is supposed to, to an audience of scholars? Does it contribute to the production and dissemination of new knowledge?

Service Learning, Community Engagement & Experiential Learning

A number of opportunities exist for classes to partner with UT campus programs engaged in the university's sustainability initiatives as well as institutions in the surrounding community for service and experiential learning projects. Students in classes engaged in these projects would write, as class assignments, research, instructional/informative, and new media documents that

met needs of partner offices or agencies. While optional, these collaborations would allow students to experience the reality of writing in an institutional environment, receive feedback from readers outside the classroom, and make a material impact on campus and the city of Toledo.

GRADING (REQUIRED)

(Insert a statement that fully explains how course grades are calculated. Clearly state the points, percentages, and/or weights for each assignment of the course grade. Indicate the instructor's timeframe for providing grades and feedback on assignments. This section may also include specifics regarding grade related policies such as the late submission of assignments, the grade of Incomplete, extra credit, the proctoring of tests, etc. In addition to (or in lieu of) traditional tests, consider the use of authentic assessments that emphasize active engagement and that are based on real-world experiences.)

Example: Final grades earned for this course will range from "A" (highest) to "F" (lowest) in accordance with the university's normal 12 point grade reporting system. Plusses and minuses are included with grades B through D. Entry in to some majors and professional programs may require a minimum passing grade of C.

Midterm Grading (optional)
Include a statement regarding how midterm grades will be calculated and why they are important.

Final Grading
Define the grading scale for your course.

Grading Scale*:*

	100-92: A	91-90: A-
88-89: B+	87-82: B	81-80: B-
78-79: C+	77-72: C	71-70: C-
68-79: D+	67-62: D	61-60: D-
59 and below: F		

COMMUNICATION GUIDELINES (FEEL FREE TO MODIFY EXAMPLE AS NEEDED)

(Insert specific requirements and etiquette expectations for online discussions, email, and other forms of communication and indicate the instructor's timeframe for responding to student emails, etc.)

Example: **Online Communication Guidelines**

- *Email*: Students are expected to check their UT email accounts daily for possible course information. In addition, students should feel comfortable emailing the class instructor

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Office of the Provost/University Teaching Center/
Office of Assessment, Accreditation and Program Review

with questions or concerns; the instructor will make every effort to respond to email correspondence within 48 hours.

- *Discussions*: Students will be participating frequently in online class discussions; a lack of participation in online discussions will affect one's final grade. Students should check the Assignment Sequences to locate information on when discussions will occur, the focus of the discussions, and student requirements for the discussions.
- *Netiquette*: Students are expected to be courteous and civil to peers during any online class discussion. Online classes are subject to the same regulations and penalties as outlined in the Student Handbook. Please familiarize yourself with basic principles of online etiquette by visiting www.albion.com/netiquette.

STUDENT SUPPORT SERVICES (FEEL FREE TO MODIFY EXAMPLE AS NEEDED)
(Insert information on how the institution's academic and student support services and resources can help students succeed in the course, and how students can access these services.)

Example:

The following are campus student support services that students may find useful for this course:

- The Writing Center: http://www.utoledo.edu/success/writingcenter/
- Rocketing to Success Workshops: http://www.utoledo.edu/success/trio/calendar.html
- UT Carlson Library: http://www.utoledo.edu/library
- Learning Ventures: https://www.utoledo.edu/dl/
- UT Counseling Center: https://www.utoledo.edu/studentaffairs/counseling/

COURSE SCHEDULE (REQUIRED)
(Insert a detailed course schedule/calendar that (1) includes weekly topics; (2) aligns the topic to be covered with the student learning outcome; and (3) describes in detail how you will assess student learning.)

Example:

Week	Topics/Readings	SLO	Deliverables
1	- Read Course Syllabus - Read Analysis of Literacy Event Assignment Sheet - Read pp. 2-17 in	1,2, 5	- Welcome Discussion Board - Submit Reading Response #1

8

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Office of the Provost/University Teaching Center/
Office of Assessment, Accreditation and Program Review

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2	• Read pp. 18-34 • Read Analysis of Literacy Event samples	1,2, 5	• In-Class and Online Discussion on Literacy Events • Submit Reading Response #2
3	• Read pp. 102-115	7, 8	• Post draft of Analysis of Literacy Event Assignment to Discussion board by Thursday September 11 • Peer Review of Analysis of Literacy Event Assignment
4	• Read Profile Assignment Sheet • Read pp. 202-221 (top of page)	1, 2, 5	• Submit Reading Response #3
5	• Read pp. 221-240 • Read sample Profiles	1,2,4,5,7	• Submit Analysis of Literacy Event Assignment by 5pm on Friday, September 26 • Submit Reading Response #4 • In-Class and Online Discussion on profiles