English 3302: Advanced Writing in the Technical Professions / SP19

CRN 32664 / Monday, Wednesday and Thursday, 1:35 - 2:40 p.m. / Ryder Hall 297
Instructor: Kate Templeton / k.templeton@neu.edu
English Department Office: 429 Lake Hall
Office Hours: Monday and Wednesday, 12:15-1:15 p.m.

Course Description

English 3302: Advanced Writing in the Technical Professions provides writing instruction for students in the College of Engineering and the College of Computer and Information Science. Students practice and reflect on writing in professional, public, and academic genres, such as technical reports, progress reports, proposals, instructions, presentations, and technical reviews, relevant to technical professions and individual student goals. In a workshop setting, students evaluate a wide variety of sources and develop expertise in audience analysis, critical research, peer review, and revision.

So, why are we here? What makes 3302 so unique—and what corresponds with the Learning Goals listed below—is that you are not asked to simply research general trends or issues in your particular field and write about them. Rather, you are asked to delve deep into modes of language and audience and analyze the ways in which communication is both a constant influence in your fields as well as a force that is constantly in flux. Once you have selected your issue or topic, you will approach it from a variety of angles for a variety of audiences. While there may be slight variations or complexities from Unit to Unit, you should plan to work within the same discourse throughout the semester—jumping from one topic to another for each assignment won't allow for the type of analysis and understanding of genre and audience that is crucial to this course.

Assignments & Learning Goals

Your writing in this class comprises three individual writing projects or Unit Papers and a final Reflective Essay. The Unit Papers are as follows:

- Unit 1: Initial Encounter (1,000 words)

- Unit 2: Researched Argument (2,000-3,000 words)

- Unit 3: Public Writing (1,000 words)

- Unit 4: Professional Writing (~1,000 words)

Each Unit Paper will be drafted, submitted for written review by two class peers, revised in response to reviews, and then submitted for a letter grade. The Reflective Memo or Multimodal Assignment that ends the class draws from all four of these polished, revised Unit Papers (totaling 5,000-6,000 words). Keep everything you write in this class, as you will need it for drafting your Reflective Assignment.

All the writing you do for this class is designed to meet the Writing Program Learning Goals. Here is the Learning Goals statement in full:

1. Students write both to learn and to communicate what they learn.

2. Students negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation.

3. Students formulate and articulate a stance through and in their writing.

4. Students revise their writing using responses from others, including peers, consultants, and teachers.

5. Students generate and pursue lines of inquiry and search, collect, and select sources appropriate to their writing projects.

6. Students effectively use and appropriately cite sources in their writing.

7. Students explore and represent their experiences, perspectives, and ideas in conversation with others.

8. Students use multiple forms of evidence to support their claims, ideas, and arguments.

9. Students practice critical reading strategies.

10. Students provide revision-based response to their peers.

11. Students reflect on their writing processes and self-assess as writers.

Read over the Learning Goals statement carefully; read it again, read each goal separately, and then ask me if you have any questions. Understanding the Learning Goals is the first step toward having a successful AWD experience. The Learning Goals can also be found here.

Writing Program Policies

You are required to be familiar with and adhere to Writing Program policies covering Academic Honesty, Attendance, Grading, Email and Classroom Etiquette, and which can be found at http://www.northeastern.edu/writing/writing-program-policies/.

Blackboard

This course will make extensive use of Blackboard, the web-based course management package used throughout Northeastern (https://northeastern.blackboard.com). You should already be enrolled by the Registrar's office in the Blackboard version of this course. Be sure to check the Blackboard site on a regular basis for updates and announcements. You can also email me or your classmates from the Blackboard interface. In particular, this course makes extensive use of the Discussion Board and Assignment functions. You should know how to post messages to the Discussion Board and how to attach formatted documents saved in some relatively widespread format (such as Microsoft Word or Adobe Acrobat PDF). All Unit Drafts and Peer Reviews will be submitted to the Blackboard Discussion Board, and all Unit Final papers will be submitted to Blackboard using the Assignments feature.

Late Assignments

Assignments come with a date due (sometimes, as in the case of Unit papers, a date for the draft and a date for the final version). Some assignments are due in class, but most will be posted electronically on Blackboard. All assignments need to be turned in at the appropriate time and place. If you are confused about how or when to turn in an assignment, please ask me. *Late assignments will be accepted on a case-by-case*

basis at the discretion of the instructor, and will result in a grade penalty. If you know you are going to miss a class, please make arrangements *beforehand* to turn the assignment in on time.

Participation

This course is a discussion- and workshop-based class. Your participation grade will be based on your attendance and contribution to class discussions and group activities. This also includes preparedness for class, and any assignments due outside of class in digital form (e.g. posts to Blackboard).

Additionally, if you arrive more than fifteen minutes late or are otherwise not devoting your full attention to the class (e.g., chatting to classmates or texting), you will be marked absent. If you think you will be absent for any reason, let me know as soon as possible.

Technology

While I encourage the use of technology as a tool for learning, you should limit your use of any devices to researching and recording course-related material (e.g. no Facebooking or texting in class). Unless the day's activities require its use, all technology should remain in your bags for the duration of the class. As stated above, I reserve the right to mark you absent if you are using technology inappropriately in class.

Respect

A workshop is a community. With that in mind, I would like to stress that all members of a community should respect the work and human dignity of others. Expressions of disrespect degrade the community and damage us all, and they will not be tolerated.

Grades

As explained in the Writing Program Policies, a C is required to pass. How do you get there? To understand grades in this class, you must first understand the distinction between a *Base Grade* and a *Grade Adjustment*. Adding these together leads to your Adjusted Final Grade and translates to a letter grade for the class.

First, the Base Grade. Your four Unit Papers and your Reflective Essay receive letter grades. These five grades, together with your Participation Grade, make up your Base Grade:

Unit	Percent of Base Grade
Unit 1: Initial Encounter (1,000 words)	15%
Unit 2: Researched Argument (2,000-3,000 words)	25%
Unit 3: Public Writing (1,000 words)	15%
Unit 4: Professional Writing (~1,000 words)	20%
Reflective Memo or Multimodal Assignment (~1,000 words)	15%
Participation	10%

Your base grade is obtained by converting Unit Paper letter grades to numbers on a four-point scale, weighting these grades appropriately, and adding them together. Example: suppose you receive a B on Unit Paper 1, a B- on Unit Paper 2, a B on Unit Paper 3, an A- on Unit Paper 4, an A on your Reflective Essay, and a B for participation. The Base Grade would then be 3.16 [(3*15%)+(2.67*25%)+(3*15%)+(3.67*20%)+(4*15%)+(3*10%)]. Without adjustment, this would be a B.

But here comes the grade adjustment. Unit papers are not the only grades in the class. A number of other writings receive either a plus (+), a check (√), or a minus (−). A plus will be given to a response that excels in notable ways. A check will be given to a response that fulfills the terms of the assignment but doesn't do anything special. A minus will be given to any response that is late or that fails to fulfill the terms of the assignment. A check = 0, a plus = 1, and a minus = -1. Your grade adjustment is the mean of these scores (which will be a number between -1 and 1).

Twelve assignments are graded in this check/plus/minus way: these are drafts of unit papers, peer reviews, and response letters. With four Unit Papers and three "checked" assignments per paper, you have a total of twelve checked assignments.

To calculate your Adjusted Final Grade, simply add the base grade to the adjustment. To continue the hypothetical scenario above, suppose you receive a .52 grade adjustment. Added to the base grade of 3.16, your adjusted final grade is 3.68, and you have moved to an A- final letter grade. Of course, if you fail to complete checked assignments on time or in good faith, you could find yourself with an adjusted final grade of C. Here's the point: your base grade can go up, or down, by a full letter based on the adjustments. Take them seriously: they make a difference.

Collection of Student Work for Program Assessment

Your instructor may be asked to submit one or more samples of your writing to the Writing Program Assessment Committee for the purpose of program assessment. Student work is randomly selected and used solely for the purpose of program-level assessment. Looking at student writing from a programmatic perspective helps us improve our program. Student writing collected for this purpose is never circulated outside the Writing Program for any reason. While we cannot guarantee that all identifying information will be removed from all materials read by Writing Program evaluators, we report only aggregate data to those outside the program; no teachers or student are identified in these reports. If you have any questions or concerns about our program assessment, feel free to contact Dr. Mya Poe, Writing Program Director, at m.poe@northeastern.edu.

NU Writing

NU Writing is an online journal that publishes compositions made in First-Year Writing and Advanced Writing in the Disciplines. NU Writing helps students to find a wider audience for their compositions and to experience publishing, both by learning about the submission and review process and by participating on the journal's board. Compositions published in NU Writing are alphabetic and multimodal—written in verse or prose, or composed in multiple modalities, such as image and sound. NU Writing welcomes traditional essays as well as texts from alternate genres: for example, poems, photo-essays, digital narratives, and films. All currently matriculated students who have taken, or are taking, courses in the Writing Program are encouraged to participate by submitting a composition or serving on the journal's board or both. Any undergraduate may submit a composition made in FYW or AWD if they are enrolled at Northeastern University at the time of submission. For more information visit http://www.northeastern.edu/nuwriting/. If you have questions or are interested in joining NU Writing, contact Laura Proszak, at proszak.l@husky.neu.edu.

University Resources

The Writing Center

The Northeastern University Writing Center offers free and friendly tutoring and for any level of writer, including help with conceptualizing writing projects, the writing process (i.e., planning, researching, organizing, drafting, and revising), and using sources effectively. The Writing Center has two locations: 412 Holmes Hall (617-373-4549) for advance appointments and 136 Snell Library (617-373-2086) for walk-in appointments. Online appointments are also available. Hours vary by location. To make an appointment or learn more about the Writing Center visit our website at https://www.northeastern.edu/writingcenter. For writing tips and updates about the Writing Center, follow us on Facebook at NEUWritingCenter and Twitter @NEUWrites. Questions about the Writing Center can be directed to Kyle Oddis, Assistant Director, at neuwritingcenter@gmail.com or Neal Lerner, Writing Center Director, at n.lerner@northeastern.edu.

Peer Tutoring

The Peer Tutoring Program offers a wide range of tutoring services to meet the academic needs of the undergraduate students by providing FREE peer tutoring in many of the introductory level courses including NUpath. The goal is to create synergy among students, faculty, and tutors where the student's personal and academic growth and development is a priority. Students can book one-on-one or small group tutoring sessions through myNortheastern on the Self-Service page under TUTORING. If you are in need of academic assistance, contact the Peer Tutoring Program Monday thru Friday from 9:00AM to 6:00PM. Peer tutoring begins the second week of classes and ends the last day of classes. For more information see https://undergraduate.northeastern.edu/peer-tutoring/. You can also visit the Peer Tutoring Program at 1 Meserve Hall, call 617-373-8931, or email NUpeertutoring@gmail.com.

International Tutoring Center

The International Tutoring Center (ITC) provides current Northeastern University international students with free, comprehensive English language and academic support. The ITC includes English as a Second Language Tutoring (ESL), Language and Culture Workshops, and Reading Workshops. For more information on available workshops and tutoring opportunities please visit https://cps.northeastern.edu/academic-resources/global-student-success/international-tutoring.

Snell Library

In addition to providing research resources typical of a major university library, the Snell Library (https://library.northeastern.edu/) collaborates with both the First-Year Writing and Advanced Writing in the Disciplines programs to support students' information literacy. The library also houses the Digital Media Design Studio, which offers a variety of resources for instructors and students regarding multimedia projects: https://library.northeastern.edu/services/digital-media-commons

Disability Resource Center
The university's Disability Resource Center works with students and faculty to provide students who qualify under the Americans With Disabilities Act with accommodations that allow them to participate fully in the activities at the university. Ordinarily, students receiving such accommodations will deliver teacher notification letters at the beginning of the semester. Students have the right to disclose or not disclose their disabilities to their instructors. For more information about the DRC, go to http://www.northeastern.edu/drc/.

WeCare

WeCare is a program operated through the Office for Student Affairs. The mission is to assist students experiencing unexpected challenges to maintaining their academic progress. WeCare works with students to coordinate among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. WeCare also provides information to faculty and staff to identify Northeastern resources and policies to help students succeed. The WeCare program is located in the Student Affairs Office in 104 Ell Hall. The hours are Monday through Friday 8:30am – 5, with extended hours Thursday 8:30am - 7pm on Fridays (summer hours 8:30 to 5:00). For more information see https://studentlife.northeastern.edu/we-care/. Call 617.373.4384 or email wecare@northeastern.edu.

Title IX Protections and Resources

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal funding. Any NU community member who has experienced such discrimination, sexual assault, relationship violence, stalking, coercion, and/or sexual harassment, is encouraged to seek help. Confidential support and guidance can be found through University Health and Counseling Services staff and the Center for Spiritual Dialogue and Service clergy members. For reporting options and clarity on confidential and non-confidential options, please see Boston Campus Resources and Reporting Options.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. For additional information and assistance please see the Title IX page.