

GUIDELINES FOR ADVANCED WRITING COURSES:

ENGL 3040 – BUSINESS WRITING

ENGL 3120 – ADVANCED COMPOSITION¹

ENGL 3140 – TECHNICAL WRITING

ENGL 3150 – SCIENTIFIC WRITING

(Approved by the Advanced Writing Committee, May 5, 2020)

Introduction

Advanced Writing courses are requirements for many majors, including Business, Engineering, Graphic Communication, Agriculture, English, Nursing, and others, although it is no longer a General Education requirement. Advanced Writing courses are designed to introduce students to the importance of learning to write succinctly and clearly in genres suitable to professional and technical disciplinary work.

Drawing upon general guidelines for writing from the Association of American Colleges and Universities, we offer the following observations that may be useful as you consider designing your Advanced Writing courses:

1. Writing involves working with many different writing technologies, and requires that students integrate written texts, data graphics, and images.
2. Primary concerns for any written work are a) context, b) purpose for writing, and c) audience.
3. Disciplines have differing conventions appropriate to their academic fields; these differences will, in our classes, prompt discussions and practice of different writing strategies, such as:
 - a. Use of passive voice or first-person point of view,
 - b. Expectations for thesis or hypothesis,
 - c. Differing kinds of evidence and support important to the field.
4. General strategies for writing include the following:
 - a. Identifying and describing information or data pertinent to a writing project,
 - b. Providing appropriate evidence to support an argument or proposed solution,
 - c. Explaining the significance of a proposed solution or interpretation,
 - d. Using and citing appropriately all source texts (written, oral, behavioral, visual, other) used to extend, argue with, develop, define, or shape ideas.

This instructor's guide explains the Department's objectives and offers some practical advice.

¹ Engl 3120 requires special approval. See *Appendix 5* for guidelines.

General Learning Objectives for All Advanced Writing Courses

OBJECTIVES

Upon completing an advanced writing course, students will achieve the following learning objectives:

1. Master critical thinking skills and rhetorical concepts as they apply to professional environments and the ethical considerations within them,
2. Apply effective communication strategies to targeted readers, and
3. Compose effectively in a variety of forms and media appropriate to the discipline.

STRATEGIES

Advanced writing courses will provide students with the following skills:

- Guidance to help students write formal compositions, i.e., critical essays, lab reports, grant proposals, business proposals, and research papers;
- Practice with informal formats; i.e., freewriting, blogs, field notes, and letters;
- Skills necessary to revise, i.e., peer review, rewrite, reverse engineering, etc.

Requirements → See Appendix 2 for additional Learning Objectives

1. Each instructor should require the types of assignments listed below.

Business Writing (ENGL 3040) courses should achieve the following learning objectives:

- Focus on audience, context, and purpose;
- Use at least one client-based or scenario-based project (meaning that most of the assignments revolve around the needs of real or fictional clients);
- Use a problem-solving approach;
- Include collaborative and individual work;
- Emphasize the importance of writing in the workplace;
- Require students to write at least a memo, letter, proposal, and report (e.g., documents and media which show students' ability to analyze data, use visualizations, and write executive summaries).

Technical Writing (ENGL 3140) courses should achieve the following learning objectives:

- Focus on audience, context, and purpose;
- Use at least one client-based or scenario-based project (meaning that most of the assignments revolve around the needs of real or fictional clients);
- Use a problem-solving approach;
- Include collaborative and individual work;
- Emphasize the importance of writing in the workplace;
- Require students to write at least a proposal, a documentation set (e.g., instruction manual or training video), and a formal technical and/or recommendation report (e.g., a document which shows students' ability to analyze data, use visualizations, and write executive summaries).

Science Writing (ENGL 3150) courses should achieve the following learning objectives:

- Focus on audience, context, and purpose;
- Use at least one client-based or scenario-based project (meaning that most of the assignments revolve around the needs of real or fictional clients);
- Use a problem-solving approach;
- Include collaborative and individual work;
- Emphasize the importance of writing in the scientific workplace;
- Require students to write at least two of the following genres of texts: a proposal, a literature review, or an IMRAD research report. Classes should also include several shorter, more informal assignments, such as memos, annotated bibliographies, or letters associated with the scientific discipline being studied.

Advanced Writing (ENGL 3120) courses should achieve the following learning objectives:

- Focus on audience, context, and purpose;
- Cover extensive heuristics for invention and prewriting;
- Emphasize the importance of epideictic, forensic, and informative writing in social and civic life;
- Require students to compose at least six projects (and these may include digital texts such as blogs, podcasts, digital video essays, etc.);
- Be proposed and approved by the Advanced Writing Committee prior to the Department's scheduling deadlines.

2. Each instructor should provide in his or her syllabus a list of Student Learning Outcomes, suitable to their course. See *Appendix 2* for suggested language.
3. At the beginning of the semester in which an instructor teaches one of these courses for the first time, he or she should send a copy of the syllabus to the chairperson of the Advanced Writing Committee before the first day of classes as well as to our Department's Administrative Assistant. As part of the Department's general administrative record keeping every semester, faculty will receive an email early in the semester from our Administrative Assistant requesting an electronic copy of the syllabus. After that, resubmit syllabi only when significant revision (one-third or more of the course content) has been made. Also, submit a copy of your syllabus to the University's syllabus repository (<https://syllabus.app.clemson.edu/>) during the first week of classes.
4. Rubrics that outline the grading percentages and the criteria for 5 letter grades (A through F) and possibly Zero or No Credit must be included in all syllabi (see *Appendix 3* for sample Grading Criteria).
5. All usual University regulations about holding office hours, an attendance policy, plagiarism, etc, should also be included on every syllabus (see *Appendix 4* for additional details about core elements of the Advanced Writing syllabus).

Tips About Selecting Textbooks

Every publisher works differently, and policies seem to change depending upon who answers the phone or email at these places. So, while the information Appendix 1 should be helpful, we can't make any guarantees. Sometimes instructors' desk-copies are free, sometimes not. Sometimes publishers will not give you an instructor's copy unless you can confirm that you have already placed a bookstore order. Sometimes they send out examination copies for a fee but refund your money and consider it an "instructor's copy" if you then place an order. Sometimes a simple phone call or email to a publisher's representative will get you what you need, while other times you need to fill out lots of forms and jump through ridiculous hoops. If you need a department letterhead for a request, please contact the Administrative Assistant in 801 Strode for assistance.

Textbooks for business, technical, professional and workplace writing abound. In Appendix 1, you can find select examples of tested and tried textbooks from commercial publishers, but you also have options to use open access textbooks that are free and fully online. The [Advanced Writing Work Group \(AWWG\)](#) on Canvas offers pooled resources, including an editable sheet compiling textbook information. Feel free to contribute to the sheet. If you are thinking about adopting a new textbook, you can contact a member of the Advanced Writing Committee or Senior Lecturers who have used it before, and you can usually request a free online sample through [VitalSource](#).

The only hard and fast directive is to decide upon your textbooks **as early as possible!** This is because only after you've decided can the university bookstore place your orders. Sometimes they can get books on the shelf for students very quickly but often that is not the case and you want to give the bookstore staff as much lead-time as possible to avoid hassles in the Fall or Spring.

Also, please consider cost when making decisions. Students face financial struggles, so try to avoid exorbitantly expensive textbooks if possible. Also, you can consider not going with a newest edition if older editions are available and would save students money.

CLEMSON UNIVERSITY BOOKSTORE

Your Textbook Manager is:
Mike Namiranian
864-656-2050
mnamar@clemson.edu

Book orders can be placed via the new FacultyEnlight system online at
<https://www.clemson.edu/campus-life/campus-services/book-store/services.html>

ENGLISH 3040 BUSINESS WRITING

CATALOGUE DESCRIPTION: Introduction to audience, context, purpose, and writing strategies for texts common in professional business settings: memoranda, letters, reports, and proposals. Includes individual and team projects. Preq: Junior standing.

SUGGESTED TEXTS:

(OPEN ACCESS) *Business Communication for Success*.
<https://open.umn.edu/opentextbooks/textbooks/business-communication-for-success>

(OPEN ACCESS) *Workplace writing: A Handbook for Common Workplace Genres and Professional Writing*
<http://newprairiepress.org/ebooks/8/>

Canavor, Natalie. *Business Writing Today: A Practical Guide*. Sage Publications. **ISBN-13:** 978-1483358666.

Davidson, Wilma. *Business Writing: What Works, What Won't*, 3rd ed. St. Martin's-Griffin. **ISBN-13:** 978-1250075499.

Garner, Brian. *HBR Guide to Better Business Writing*. Harvard Business Review Press. **ISBN-13:** 978-1422184035.

Gerson, Sharon and Steven Gerson. *Workplace Writing: Planning, Packaging, and Perfecting Communication*. Pearson Publishing. **ISBN-13:** 978-0131599697.

Rentz, Kathryn and Paula Rentz. *Business Communication: A Problem-Solving Approach*. McGrawHill, **ISBN-13:** 978-1259565878.

Thill, John V and Cortland L. Bovee, C. Allen Paul. *Excellent in Business Communication*. Pearson Publishing. **ISBN-13:** 978-0134328683

ENGLISH 3120: ADVANCED COMPOSITION

CATALOGUE DESCRIPTION: Workshop in practical writing focusing on principles and style. Preq: ENGL 2020 or ENGL 2120 or ENGL 2130 or ENGL 2140 or ENGL 2150.

Note: These courses are topic-based, so there is no one-size-fits-all text that would be appropriate. However, if you are searching for a text, we include two suggestions below.

SUGGESTED TEXTS:

Dethier, Brock. *Twenty-One Genres and How to Write Them*. University Press of Colorado, 2013. ISBN-13: 978-0874219111.

Harris, Joseph. *Rewriting: How to Do Things with Texts, 2nd edition*. Utah State University Press, 2006. ISBN-13: 978-1607326861.

ENGLISH 3140: TECHNICAL WRITING

CATALOGUE DESCRIPTION: Intensive, project-based application of principles of audience, context, purpose, and writing strategies of technical writing: proposals, reports, communication deliverables. Individual and team projects. Includes Honors sections. Prerequisite: Junior standing.

SUGGESTED TEXTS:

(OPEN ACCESS) Multiple authors. *Open Technical Communication*.

<https://softchalkcloud.com/lesson/serve/PySpCEBQodADFZ/html>

(OPEN ACCESS) *Technical Writing*

<https://openoregon.pressbooks.pub/technicalwriting/>

Anderson, Paul. *Technical Writing: A Reader-Centered Approach*. 8th ed. Cengage. ISBN-13: 978-1133309819

Gerson, Sharon J. and Steven M. Gerson. *Technical Communication: Process and Product*. 9th ed. Pearson Publishing. ISBN-13: 978-0134094038.

Johnson-Sheenan, Richard: *Technical Communication Today*, 6th ed, Pearson Publishing, ISBN-13: 978-0134425733

Markel, Mike. *Technical Communication*. 11th ed. Bedford/St. Martin's. ISBN-13: 978-1457673375.

ENGLISH 3150: SCIENTIFIC WRITING

CATALOGUE DESCRIPTION: Study and practice of rhetorical conventions in professional scientific communication through the analysis and writing of major genres. Focuses on principles, strategies, and styles of scientific argumentation and audience adaptation in written, oral, and visual media. Intended for students majoring in the sciences. Preq: ENGL 1030; and BIOL 1030 or BIOL 1100; and Junior standing.

SUGGESTED TEXTS:

(OPEN ACCESS) The process of Research Writing

<https://open.umn.edu/opentextbooks/textbooks/the-process-of-research-writing>

Penrose, Ann and Steve Katz, *Writing in the Sciences: Exploring Conventions of Scientific Discourse*. 3rd ed. Longman. **ISBN-13:** 978-0205616718.

Hoffman, Angelika. *Scientific Writing and Communication: Papers, Proposals, and Presentations*, 1st ed. Oxford University Press, **ISBN-13:** 978-0-19-539005-6

Alley, Michael. *The Craft of Scientific Presentations: Critical Steps to Success and Critical Errors to Avoid*. Springer, 2013. **ISBN-13:** 978-1441982780

McMillan, Victoria. *Writing Papers in the Biological Sciences*, 6th ed., Macmillan Learning-Bedford/St. Martin's. **ISBN: 978-1-319-04713-9**,

Laurence Greene: *Writing in the Life Sciences: A Critical Thinking Approach*. Oxford University Press, 2010. **ISBN:** 978-0-19-517046-7

STUDENT LEARNING OBJECTIVES: BUSINESS WRITING ENGL 3040

1. Master critical digital literacy skills and rhetorical concepts as they apply to professional environments and the ethical considerations within them:

- Explore the dynamics of professional communities and the nuances of communicating within them.
- Research and evaluate information from professional, academic, and governmental resources that are appropriate for workplace genres and rhetorical situations.
- Analyze data from research and incorporate it into assigned writing to achieve clear, concise, and logical communication, properly cited.
- Analyze and evaluate information for quality and validity that effectively responds to the purpose, audience, context, and genre.
- Pinpointing the risks associated with different writing strategies and making deliberate writing decisions to compose effective texts.

Suggested Assignments:

Annotated bibliography about research report or client project

Proposals

Discourse sample analysis

Ethics/communication case studies

Interviews with professionals in the field

WID guides

2. Apply effective communications strategies to targeted readers:

- Study and understand the ethical, international, social, and professional constraints of audience, style, and content for writing situations internal to the organization and external to it (ie other companies and/or the public).
- Practice writing for targeted audiences and implementing the stylistic, mechanical, and organizational strategies that will effectively reach them.
- Pinpoint and analyze the challenges that accompany writing in the workforce (addressing sensitive situations, targeting broad audiences, planning for the uncertainties associated with targeted readers, navigating the nuances of relational dynamics amongst various readers) and developing strategies for effective communication.

Suggested Assignments:

Progress reports

Confirmation emails from group meetings

Routine Communication assignment (compose emails based on business scenarios) bad news, inquiry, etc.

Audience-switching exercises (rewriting samples for various audiences)

3. Compose effectively in a variety of forms and media appropriate to the discipline:

- Practice writing specific genres of business communication appropriate to the contexts and audiences. These genres may include white papers, recommendations reports, analytical reports, proposals, memoranda, web pages, wikis, blogs, business letters, and promotional documents.
- Produce documents in writing processes that include peer review, revision, and production of a variety of genres.
- Practice editing professional documents for precision, clarity, professionalism, and heightened style.
- Practice communicating effectively in staged performance contexts appropriate to the professional world, such as proposals, pitch presentations, client interactions, and progress reports.
- Develop writing styles that are concise, clear, accurate, without ambiguity, or wordiness.

Suggested Assignments:

Recommendation report

Deliverable for client project

Media transfer (redesign for various media)

Synchronous and asynchronous presentations

Proposals, pitch presentations, client interactions, and progress reports

STUDENT LEARNING OBJECTIVES: ADVANCED COMPOSITION ENGL 3120

- 1. Master critical digital literacy skills and rhetorical concepts as they apply to professional environments and the ethical considerations within them:**
 - Explore the dynamics of academic communities and the nuances of communicating between disciplines.
 - Research and evaluate information from academic and non-academic resources that are appropriate for academic genres and rhetorical situations.
 - Analyze texts from literary and digital sources and incorporate it into assigned writing to achieve clear, concise, and logical communication, properly cited.
 - Analyze and evaluate academic prose, literary sources, and digital information for quality and validity, paying particular attention to purpose, audience, context, and genre.
 - Identify the effect of using different writing strategies and making deliberate writing decisions to compose effective texts.

- 2. Apply effective communications strategies to targeted readers:**
 - Study and understand the ethical, social, and cultural constraints of audience, style, and content for writing situations internal to academic situations;
 - Practice writing for targeted audiences and implementing the stylistic, mechanical, and organizational strategies that will effectively reach them.
 - Attend to the social, cultural, and media influences that challenge effective writing; for example, understand how to address issues of race, gender, disability, ethnicity, and other factors impacting your audience and the condition of the reception of your work and develop strategies for effectively engaging your audience on these touchstone issues.

- 3. Compose effectively in a variety of forms and media appropriate to the discipline**
 - Practice writing select genres for the academy, possibly literary criticism, abstracts, conference papers, rhetorical analyses, weblogs, and/or digital projects.
 - Produce documents in innovative and relevant media, including traditional essays, posters, videos, podcasts, social media, and other formats.
 - Practice editing documents for precision, clarity, professionalism, and appropriate style.
 - Practice communicating effectively in oral presentations, conference panels, interviews, and video and podcast scripts.
 - Develop writing styles that are concise, clear, accurate

STUDENT LEARNING OBJECTIVES: TECHNICAL WRITING ENGL 3140

1. Master critical digital literacy skills and rhetorical concepts as they apply to professional environments and the ethical considerations within them:

- Explore the dynamics in the technical writing environment and its discourse communities
- Understand the role of audience, purpose and context through communication models and related rhetorical frameworks
- Recognize ethical challenges that relate to workplace communication and chart the professional and personal principles that help answer them
- Foster cultural sensitivity to identify and negotiate the cultural variables that influence communication within and among organizations
- Acquire research skills to collect, analyze, document and report data ethically and professionally

Suggested Assignments:

Research the organizational culture you will be working with and compile a report or presentation about the business etiquette of that culture

Research a company you see yourself working for / you are applying to and write a report about your findings (sample assignment in Work Group)

Annotated bibliography for client project or for another technical report

Write communication pieces related to an ethics case study (sample assignment in Work Group)

2. Apply effective communications strategies to targeted readers

- Practice the iterative writing and production process, which includes careful planning and multiple revisions
- Use rhetorical strategies as you read, and as you design, organize, and deliver professional and persuasive communication
- Examine complex communicational challenges and develop effective solutions by:
 - identifying the stakeholders, their conflicting interests, and the contextual constraints
 - conducting audience and needs analysis using primary and secondary research techniques
 - defining and clearly expressing the scope and purpose of professional documents
- Explore how writing technologies facilitate communication goals
- Plan, manage, and evaluate individual and team writing projects

Suggested Assignments:

Client-based Project or Service Project

Instruction/Protocol/Manual Assignment

Usability Audit

Standard Operational Procedures

3 Compose effectively in a variety of forms and media appropriate to the discipline

- Identify and adopt the industry's and its discourse communities' genre conventions and best writing practices. Genres may include reports, proposals, protocols, manuals, workplace messages, wikis, and more.
- Recognize and develop professional format and design features in presentations, print and digital publications, texts and visuals
- Practice the unique qualities of a professional writing style including conciseness, clarity, accuracy, readability, honesty
- Develop evaluative skills such as editing, proofreading, and usability testing
- Collaborate in person and online

Suggested Assignments:

Presentation

Discourse analysis

Spec sheet development for typical technical genres

Write a blog about your field of study that could be posted on LinkedIn

STUDENT LEARNING OBJECTIVES: SCIENCE WRITING ENGL 3150

1. Master critical digital literacy skills and rhetorical concepts as they apply to professional environments and the ethical considerations within them:

- Provide close readings and critical analyses for rhetoric of scientific texts, including texts of narrow research interest text of broad perspectives on science
- Perform scientific research, including the collection of data, writing and evaluating surveys, and conducting interviews.
- Create textual examples or artifacts in the major genres of one's scientific discipline

Suggested Assignments:

Annotated bibliography

Research proposal

Scientific review or scientific paper

Scientific conference poster

Digital communication technology

2. Apply effective communications strategies to targeted readers

- Master style conventions, such as use of present v. past tense in reporting, passive v. active voice, etc.
- Revise others' writing as well as one's own
- Recognize the social contexts of communication in one's scientific discipline

Suggested Assignments:

Conduct an audience analysis of published reports in different genres

3. Compose effectively in a variety of forms and media appropriate to the discipline

- Present scientific data graphically in figures, tables, line graphs, diagrams, maps, etc.
- Report research or scientific data in presentation format
- Collaborate with peers in project planning and discussion
- Develop ethical practices regarding the use of others' intellectual property and correct citation according to the Council of Science Editors
- Adopt professional and ethical attitudes toward colleagues and toward communication in professional environments

Suggested Assignments:

IMRAD paper based on supplied research

Literature review on a topic of particular interest to students in their field of study

Client-based project in which a team presents a science lesson in a grade school (broader audience without expertise)

Grant proposal

Short reports on current scientific issues.

Team presentations on an issue in student's majors

OPTION 1 GRADING CRITERIA

4—Strong

Superior student writing will exhibit the following characteristics:

- 1 **Purpose:** Convincingly achieves a clearly articulated purpose
- 2 **Context:** Exceeds all the requirements of the context or assignment
- 3 **Audience:** Reflects sensitivity to the audience’s needs; anticipates and responds to the audience’s questions and expectations
- 4 **Content:** Presents convincing support for all claims and conclusions with adequate and appropriate content
- 5 **Form:** Utilizes an appropriate form of document and reflects a command of appropriate conventions
- 6 **Organization:** Effectively and explicitly organizes content in a logical and coherent structure; assists reader to grasp structure and to locate specific information
- 7 **Secondary Material and Documentation:** If appropriate, effectively incorporates, explicates, and documents secondary material using appropriate conventions
- 8 **Design:** Effectively utilizes principles of document design and, if applicable, effectively and attractively displays visual information using appropriate conventions
- 9 **Style and Mechanics:** Skillfully adapts style to the audience, document, and discipline; contains few, if any, mechanical and spelling errors;

3—Competent

Competent student writing will exhibit the following characteristics

- 1 **Purpose:** Defines a purpose, and adequately addresses it
- 2 **Context:** Addresses requirements of the context or assignment
- 3 **Audience:** Reflects the effort to adapt writing to the needs of an audience, but may fail to anticipate adequately the audience’s questions and expectations
- 4 **Content:** Presents claims and conclusions and supports them with content that is appropriate and minimally adequate; may make superficial claims
- 1 **Form:** Utilizes an appropriate form of document and mechanically adheres to the form’s conventions
 - **Organization:** Organizes content in a coherent structure; provides minimal assistance to reader in understanding structure
 - **Secondary Material and Documentation:** If appropriate, incorporates and documents secondary material using appropriate conventions
 - **Design:** Conforms mechanically to principles of document design and, if applicable displays visual information using conventional conventions
 - **Style and Mechanics:** May not exhibit stylistic variety; demonstrates competent writing but may contain flaws in grammar and spelling

2—Weak

Weak student writing will exhibit the following characteristics:

- **Purpose:** Defines a purpose but does not adequately achieve it or may confuse reader about purpose
- **Context:** May fail to consider some requirements of the context or assignment
- **Audience:** Does not adequately reflect the effort to adapt writing to an audience
- **Content:** Presents claims but does not support them with adequate or appropriate content; may contain irrelevant or unnecessary material and poorly developed ideas; may fail to draw appropriate conclusions
- **Form:** Utilizes an appropriate form of document but lacks understanding of the form's conventions
- **Organization:** May confuse reader about logic of organization; does not inform reader about structure; structure may fail to cohere
- **Secondary Material and Documentation:** May not incorporate adequate material or may rely too heavily on secondary sources; may not adequately integrate or explicate secondary material; may document sources inappropriately
- **Design:** Does not reflect understanding of document design and, if applicable, does not adequately display visual information
- **Style and Mechanics:** Style may be stilted or inappropriate for audience; reflects a pattern of mechanical and spelling errors.

1—Incompetent

Incompetent student writing will exhibit the following characteristics:

- **Purpose:** Does not define a purpose or may express contradictory purposes
- **Context:** Ignores essential requirements of the context or assignment
- **Audience:** Reflects insensitivity that may offend or alienate the audience
- **Content:** Consistently presents superficial and unsubstantiated claims; contains content that is neither appropriate nor adequate
- **Form:** Utilizes an inappropriate form of document and/or reflects ignorance of the form's conventions
- **Organization:** Organizes content in an incoherent or illogical manner
- **Documentation:** May fail to incorporate secondary material or may include plagiarized material
- **Design:** Document is unprofessionally or unattractively designed and, if applicable, does not display information visually or does so in an unprofessional manner
- **Style and Mechanics:** Style is immature or inconsistent; contains frequent and serious errors in mechanics and spelling that may inhibit comprehension

OPTION 2 GRADING CRITERIA

Grading Rubric:

A: Outstanding or Superior. Contains an insightful thesis: presents material in a fresh and exciting way; offers an exceptionally well-developed argument in every paragraph and overall. Provides an excellent interpretation and analysis of the material. Makes clear the significance of the argument. Organizes material in a style achieving clarity and grace.

B: Very Good. Contains a discernible thesis; presents a main idea clearly distinguished from the author's thesis. Provides a commendable interpretation, well reasoned in most of its evidence and analysis; however, the essay may contain faults in logic or lack a thorough discussion of significance of the argument. Presents a clearly organized paper with a minimum of errors in its formal structure.

C: Satisfactory. Contains a vague thesis or one that is too broad, general, or banal; lacks logical development or good reasoning in places. Provides a good interpretation of the topic, with average (i.e., somewhat general, broad, and predictable) handling of the evidence and analysis; exhibits several problems in the organization of the paper. Fulfills all requirements of the assignment.

D: Unsatisfactory. Lacks a thesis; falls short on one or more of the assignment requirements; provides a weak interpretation, insufficient evidence, and/or poor analysis; demonstrates poor handling of the formal aspects of the paper.

F: Failure. The assignment is incomplete, OR it offers no interpretation, little evidence, and very poor analysis, OR the paper is very poorly organized and is incomprehensible because of sentence level errors.

Zero: The paper is not submitted. A plagiarized paper receives no credit and may result in a failing grade for the course.

Required information to be included in Advanced Writing Syllabi

1. Class course name/number (for example, ENGL 3140), section number, and name of course
2. Class meeting time(s)
3. Instructor's name, office number, university phone number, and office hours
4. Course description
5. Course goals and student learning objectives
6. Required course textbooks, including ISBN numbers, and designated as required or optional
7. General education competencies met, and which assignments will potentially demonstrate the competencies
8. A policy statement in line with the faculty manual on how long students should wait for the instructor if the instructor is late for class
9. Instructor's attendance policy
10. Scale of grading in the class, including weight that will be given tests, papers, reports, discussion and participation and other forms of classroom and outside activities, and the final examination
11. Topical Outline with at least a day-to-day or week-to-week reading and discussion plan, noting major deadlines and assignments.
12. Accessibility statement
13. Title IX statement

Special Approval Guidelines for ENGL 3120 Special-Topic Proposals

1. Tenure track faculty or tenured faculty may request a 3120 at any year in their careers. If they plan a special topic focus, the faculty must submit a proposal to the Advanced Writing Committee at the time course preference forms are due.
2. Lecturers and Senior Lecturers may request 3120 at any year of their careers. If they plan a special topic focus, the faculty must submit a proposal to the Advanced Writing Committee at the time course preference forms are due.
3. RCID graduate students, in their fourth year of teaching, may submit a proposal for an ENGL 3120 Special Topics course; proposal should be forwarded to the Advanced Writing Committee and approved by the Advanced Writing Committee.
4. All requests for ENGL 3120 can proceed given enrollments of at least 15 students. If the section does not have sufficient enrollment four (4) weeks before classes begin, the class may be cancelled, and the faculty member will be reassigned to courses such as ENGL 3140 Technical Writing, or ENGL 3040 Business Writing.
5. The English Department will typically offer no more than 2-3 sections of ENGL 3120 during any spring or fall semester whether staffed by RCID students or staffed by Lecturers/Senior Lecturers.
6. ENGL 3120 can be proposed as a summer online course, but regular standards of summer enrollment would still stand, i.e., double-digits enrollment is necessary for the course to "make."
7. While the English Department can help, the burden of marketing and advertising the class will be largely on the shoulders of the RCID Instructor or Lecturer. Advertising posters should recognize the special topic, but also place the course within the larger context of the English Department curriculum (what requirements will be met, what competencies will be focused on, etc.). The Department can help share the information on departmental social media.