

# Teaching Portfolio

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Rapid City, South Dakota

Updated September 2021

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## Statement of Teaching Philosophy: Cultivating *Return*

In agrarian author Wendell Berry's 1977 book, *The Unsettling of America*, he advocates replacing the modern "moral order" of production and consumption with one of production, consumption, and *return*. The addition of this third principle suggests that cultivation, whether of crops or culture, should not be solely concerned with the harvest, but with how our actions enable the ongoing life of our communities. This requires connection and care. It also forms the basis for my approach to the classroom. When I teach students about communication, I strive to perform my own act of *return* to my community by equipping students to do so in theirs. I do this by encouraging community within the classroom, guiding students to focus on their communities outside the classroom, and through an emphasis on the communal responsibilities of interdisciplinarity.

In the classroom, I strive to cultivate a community of students who feel comfortable with each other's stories. Communication, and especially the process of drafting and revision, requires a willingness to offer and receive feedback on ideas. Writing and speaking are inherently vulnerable acts. The classroom must be a place of trust and mutual support in which students can learn and grow. I cultivate this environment by relying heavily on guided but open-ended discussions, as well as exercises that allow students to practice intellectual vulnerability in a safe environment. Students learn quickly that my classroom is not primarily a lecture space, but a discussion venue where they are expected to examine, apply, and struggle with our assigned readings or media. An example of how I promote this exploration is through an exercise called "Quotes to affirm and challenge" (not of my own invention) in which students are asked to identify two quotations from the reading that they agree with, and two that they disagree with or want to push back on. A series of movements around the classroom allows them to confer both with likeminded students and those with a different view, providing reasons to support their choices. This exercise both benefits from and further builds community in the classroom, as it requires sober discussion of personal positions.

This orientation toward community, however, is of limited usefulness if it stays only within the classroom, or if it ends as the semester's conclusion. For this reason, I direct my students toward the ways in which their chosen fields charge them with responsibility toward their neighbor. In my Communication in the STEM Workplace (ENGL 279) classroom, students' final project for the

semester is a mock group presentation to external stakeholders explaining their (fictitious) company's latest plan or product. This project requires the teams to analyze how their chosen profession's activities can potentially impact their communities, and how communication is vital in identifying and taking those communities into account. Students often struggle with the tension of accomplishing their organization's goals and taking the concerns of the community seriously—this struggle is precisely the point. In all of my courses, I emphasize community by challenging students to view communication as not just a set of tools that will help them persuade others, but as a means of *return*. Communication, after all, only happens in the context of community; it is both the result and constitutive of community itself.

As a teacher, I understand communication to be inherently cross-disciplinary. Communication scholars may be most familiar with the historical and contemporary literature used to explain and teach communication, but we should not claim *ownership* of it. Teaching the basic oral communication courses as a graduate teaching assistant at both NDSU and PSU taught me that students take courses for a wide variety of reasons, often irrespective of their major. Teaching humanities at an exclusively STEM school over the last three semesters has required me to leave behind any illusions of disciplinary insularity, as I seek to show budding scientists and engineers that communication is not something 'other than' what they do, but is instead a vital facet of their degree and profession. This provides a challenge to both me and my students: They cannot simply distance themselves from the humanities, and I do not have the luxury of remaining ensiled in disciplinary comfort. Our attentions are thus pulled from merely our own interests to how our pursuits affect the interests of others.

I believe this tripartite emphasis on community inside the classroom, community outside the classroom, and the interdisciplinary nature of communication helps my students perform acts of *return* in their various communities. My goal is that they do not just learn *about* communication, but recognize it as an integral part of their educational, professional, and spiritual lives. Toward the end of his book, Berry writes that "No matter how much one may love the world as a whole, one can live fully in it only by living responsibly in some small part of it" (127). For me, that small part of the world is the classroom.

## **HUM 100: Introduction to Humanities**

taught at South Dakota School of Mines & Technology

This is one of the broadest and most flexible courses that I am privileged to teach. Nearly every student at School of Mines takes it as part of the general education courses, so it needs to resonate with a wide variety of backgrounds and educational goals. This semester (my second semester teaching the course), I have chosen “place” as the guiding concept through which we explore a topic as dauntingly capacious as the humanities. Focusing on place accomplishes two objectives: (1) All of my students have some inherent familiarity with place, removing some of the inaccessibility of what can seem like a strange field to STEM students; (2) The idea that the very nature of world around us is, in part, determined by the stories we tell and the meanings to which we have access, begins to muddy my students’ distinctions between “objective” reality and “subjective” belief. At the end of the semester, my goal is that my students come out of this course with an appreciation of the humanities as another form of inquiry, with valuable insights to reveal about our world.

## HUM 100: Introduction to Humanities

Fall 2021 | 3 Credits

Section 02: Electrical Eng/Physics 251B, 1–1:50 pm, M/W/F

Section 03: Electrical Eng/Physics 251B, 2–2:50 pm, M/W/F

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### Your instructor

Dr. Bryce Tellmann

bryce.tellmann@sdsmt.edu

Office: Classroom Building 311

Office hours: 3-4 pm M/W, or by appointment

Office phone: 605-519-8019

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### Course description

This interdisciplinary course introduces students to humanistic knowledge, inquiry, and values by focusing on connections among humanities disciplines (such as art, languages, literature, music, philosophy, and religion).

We will focus on the humanities as a method of understanding human experience. This course pursues this subject through a focus on the ideas of place and space. We will examine how places are expressed, understood, and contested, and how these activities reveal connections between the humanities and other forms of knowledge. By the end of this course, students should be able to appreciate and use humanistic texts as a tool to help understand the places around them. This course may be used in partial fulfillment of General Education Goal 4 (detailed on page 4 of this syllabus).

Prerequisites: None

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### Required texts

Most of the texts for this course will be provided via D2L. There are only a couple that you will need to purchase. They should be inexpensive and widely available. Any edition or format is fine, though I think you'll find physical copies best for our purposes.

- Merrill Gilfillan, *Chokecherry Places*
- Deni Villeneuve, *Arrival* [movie, available to stream for \$3]

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### Course delivery method

This is an in-person course. Class sessions will not be recorded, and attendance via Zoom will only be an option under extenuating circumstances. You may attend office hours remotely, either by Zoom or by phone.

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## Attendance and participation

Attendance and participation are vital to your success in the course. In most class meetings, I will not spend a great deal of time lecturing—rather, our time together will be used for everyone to share their understanding and application of the assigned readings. **I expect you to engage each reading completely, closely, and perhaps more than once.** You are expected to come to class prepared to contribute in meaningful ways, not merely to be a passive recipient of information.

I do not distinguish between excused and unexcused absences. If you must miss class for whatever reason (including athletic travel), you may still earn your daily attendance/participation points by submitting a 500-word essay about that day's topic. This essay must be submitted within a week of the absence. These essays help make sure that you are keeping up-to-date on course material. **You may complete a maximum of 4 of these essays.** After that, you will lose points for each absence with no opportunity to regain them.

Of course, extenuating circumstances may exist that are not covered by this course policy. When in doubt, ask!

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## Plagiarism and cheating

“Plagiarism” is any instance of using another’s words or ideas without clear and appropriate attribution. *It does not matter whether or not the plagiarism was intentional*—plagiarism is always a serious academic offense, regardless of intent. Penalties for plagiarism in this course will range from receiving a 0 on that assignment, to failure of the entire course, to more serious administrative sanctions. If you are unsure whether or not something constitutes plagiarism, ask me. More information on SD Mines’ plagiarism policy can be found on the [Academic Integrity page](#).

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## Technology policy

This course requires basic competence in the use of D2L, Microsoft Word, and potentially in software related to the medium you choose for your reflections and final project. Information Technology Services can help with many of these things on their [“How Do I...” page](#).

The use of D2L is vital for this course, as it will be the primary source of announcements, readings, assignments, and submissions. You can access D2L from the [central D2L login page](#). You can also go to the [“Current Students”](#) section on the SD Mines homepage and click on the D2L icon. Use your campus Single Sign On email and password to get in.

The use of tablets or laptops in class is permitted only as a note-taking aid, or when such use is specifically called for. If you use your device to take notes, I may ask that you send me a copy of the notes immediately after class. Earbuds must be removed during class, whether or not they are in active use. If I judge that in-class technology use is having a negative effect on the classroom, I will prohibit devices for the remainder of the semester.

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## **ADA Accommodation**

SD Mines strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, please immediately contact the instructor of the course and the Title IX and Disability Coordinator, Ms. Amanda Lopez at [disabilityservices@sdsmt.edu](mailto:disabilityservices@sdsmt.edu) or 394-2533. Students with special needs or requiring special accommodations should also contact the instructor and the Title IX and Disability Coordinator. More information can be found at <https://www.sdsmt.edu/Campus-Life/Student-Support/Disability-Services/>

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## **Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Provost and Vice President for Academic Affairs to initiate a review of the evaluation.

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## **Learning outcomes**

**Gen Ed Goal 4:** “Students will understand the diversity and complexity of the human experience through the study of the arts and the humanities.”

Students will:

1. Demonstrate knowledge of diversity of values, beliefs, and ideas embodied in the human experience.
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.
3. Identify and explain the contribution of other cultures from the perspective of the selected disciplines within the arts and humanities.
4. Demonstrate creative and aesthetic understanding.

Explain and interpret formal and stylistic elements of the literary or fine arts.

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## Assignments

Your grade in this class will be based on 1000 points of work. Each assignment will be graded based on a rubric posted to D2L along with an extended assignment description. All assignments will be submitted via D2L. Late assignments will be accepted within one week of the original due date for *half-credit*.

Final letter grades will be assigned as follows:

900-1000	A	700-799	C	0-599	F
800-899	B	600-699	D		

**Attendance and participation** (Approximately 10 points/week) **150 points**

**Weekly reflections** (10 reflections, 20 points/each) **200 points**

Throughout the semester, you will submit short reflections that meditate on the prior weeks' readings and discussion. You have broad discretion in what these reflections include, but they should incorporate your own experience and perspective, going beyond merely restating information. Consistent with the cross-disciplinary nature of the class, these 10 reflections will take a variety of forms, as detailed below. You may submit them in any order.

- Four 400-600 word essays
- Two 4-7 minute audio recordings
- Two visual pieces (charts, maps, photography, etc.)
- Two reflections of any type (your choice)

**Idea papers** (2 papers, 200 points/each) **400 points**

Twice during the semester, you will submit longer (1200-1500 word) papers that expand on concepts and subjects in this course. Careful composition, revision, and reasoning are paramount. Your two papers will take two of the following three forms. All papers need to substantively engage at least one reading, and all will be graded using the same rubric.

- **Synthesis:** *Synthesize*, or productively combine, several ideas from the readings and discussion earlier in the semester. You might examine two seemingly conflicting ideas, or apply one of the humanistic frameworks we've discussed in class to your own discipline.
- **Place meditation:** Research and/or visit a particular place, and speculate about its "taproot metaphysics." Refer to Gilfillan for examples.
- **Contested place analysis:** Research a place that has contested meanings or uses. Explain how conflicting perspectives or values have contributed to this contestation.

**Final project** **250 points**

As a demonstration of your grasp of the humanistic themes we've covered over the semester, your final assignment will be to create a media project that examines a STEM topic through a humanistic lens, or that examines a humanistic topic through a STEM lens. Examples will be provided, but feel free to follow your imagination and interest! This project will take some form *other than* a traditional paper. A podcast or video is most common, but I am open to all ideas. Whatever form your project takes, it should represent effort roughly equivalent to a well-polished 2000-word paper. Project ideas are subject to instructor approval.

## Course schedule

(subject to change with notice)

Class Session	Topic	Due by class
1.M Aug 23	Syllabus and course intro	Read: Syllabus
1.W Aug 25	Case study: Baseball	Read: Conversation article on <a href="#">Robo-Umps</a> (D2L)
1.F Aug 27	How to read more good	Read: Adler, chapters 1 and 5 (D2L)
2.M Aug 30	Place and metaphor	Read: Tuan (D2L) Submit: <b>Reflection 1</b>
2.W Sep 1	Understanding through narrative	Read: Fisher (D2L) Prepare: Fisher outline
2.F Sep 3	Everyday stories	Prepare: to tell a story from your life!
3.M Sep 6	<b>NO CLASS – Labor Day</b>	
3.W Sep 8	Stories and place	Read: Cronon, part 1 (D2L) Submit: <b>Reflection 2</b>
3.F Sep 10	Stores and place II	Read: Cronon, part 2 (D2L)
4.M Sep 13	The production of experience	Read: Fixico (D2L) Submit: <b>Reflection 3</b>
4.W Sep 15	Myth and origins	Read: Fixico (D2L)
4.F Sep 17	Stories and place III	Prepare: to talk about a meaningful place!
5.M Sep 20	Stories and place IV	Read: Gilfillan, <i>Locus Pocus</i> and <i>A Day through the Bearpaws</i> Submit: <b>Reflection 4</b>
5.W Sep 22	Stories and place V	Read: Gilfillan, <i>Hidatsa Traces</i>
5.F Sep 24	Stories and place VI	Read: Witschi, <i>Palisades Gunfight Hoax</i> (D2L) Prepare: to discuss progress on Idea paper 1
6.M Sep 27	Mid-semester check-in	Submit: <b>Idea paper 1</b>
6.W Sep 29	Philosophy and ethics	Read: Adler, chapter 18 [selections] (D2L) Prepare: to talk about an ethical question in your field of study!
6.F Oct 1	Ethics and place	Read: Opie, <i>Moral Geography on the High Plains</i> (D2L) Prepare: Quotes to affirm and challenge
7.M Oct 4	Individual conferences	Prepare: To talk with me about your progress in class so far Submit: <b>Reflection 5</b>
7.W Oct 6	Individual conferences	Prepare: To talk with me about your progress in class so far
7.F Oct 8	Individual conferences	Prepare: To talk with me about your progress in class so far
8.M Oct 11	<b>NO CLASS – Native Americans Day</b>	
8.W Oct 13	Argumentation and reasoning Discuss final project	Read: Heinrichs, <i>1. Open Your Eyes, 13. Control the Argument</i> (D2L) Submit: <b>Reflection 6</b>
8.F Oct 15	Open discussion day Race and Place	Prepare: to discuss the topic that has been most important/challenging/confusing so far this semester Read: <a href="#">Black on the Prairies</a> (D2L)
9.M Oct 18	Visual humanities I	Submit: <b>Final project proposal</b> Read: Schmitt (D2L)
9.W Oct 20	Visual humanities II	Read: Kinsey, <i>Introduction</i> (D2L)
9.F Oct 22	Visual humanities III	Prepare: an example of a meaningful visual

10.M Oct 25	Performance exercises	Submit: <b>Reflection 7</b> Watch: A Raisin in the Sun (D2L)
10.W Oct 27	Performance and storytelling	Watch: A Raisin in the Sun (D2L)
10.F Oct 29	Performance and storytelling II	Prepare: to discuss progress on Idea paper 2 Prepare: to tell a story from your life
11.M Nov 1	Music I	Submit: <b>Idea paper 2</b> Prepare: To play and talk about a song you like!
11.W Nov 3	Music II	Read: <i>This is your brain on Music</i> chapter (D2L)
11.F Nov 5	Final assignment workday	Prepare: Materials to work on!
12.M Nov 8	Print and oral stories	Read: Ong, Chapter 6 (D2L) Submit: <b>Reflection 8</b>
12.W Nov 10	Language and temporality	Watch: Arrival (Find on your own)
12.F Nov 12	Place and temporality	Examine: Martignon's geographical timelines (D2L)
13.M Nov 15	Case study: Illisu Dam	Submit: <b>Reflection 9</b> Read: NYT article on <a href="#">Illisu Dam</a> (D2L)
13.W Nov 17	Case study: [TBD]	
13.F Nov 19	Open discussion day	Prepare: to discuss the topic that has been most important/challenging/confusing so far this semester
14.M Nov 22	Humanities and STEM	Submit: <b>Reflection 10</b> Read: Conversation article on <a href="#">STEAM</a> (D2L)
<b>Thanksgiving Holiday – Nov 23–26</b>		
15.M Nov 29	TBD	
15.W Nov 18	Humanities and STEM II	Read: "Parking as Spatial Argument" (D2L)
15.F Nov 20	Living as a human	Read: Adler, Chapter 21
16.M Dec 6	Semester wrap-up	Submit: <b>Final project</b>

## Reflection

20 points

**Due throughout semester (check syllabus for dates)**

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### Why you're doing it

This course asks you to digest a wide variety of materials from different authors. One of the best ways to make these readings truly useful is to spend some time thinking about how they connect to each other and to your everyday life. Writing, speaking, and other forms of composition are forms of thinking. Through completion of these essays, you will begin to transform the things you've read into things you understand.

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### What you need to submit

Throughout the semester, you will submit short reflections that meditate on the prior weeks' readings and discussion. You have broad discretion in what these reflections include, but they should both refer to our readings *and* incorporate your own experience and perspective, going beyond merely restating information. Consistent with the cross-disciplinary nature of the class, these 10 reflections will take a variety of forms, as detailed below. They will be submitted throughout the semester, in any order.

1. **Four** 400-600 word essays

These essays should be organized into at least three paragraphs and carefully edited

2. **Two** 4-7 minute audio recordings

These may range from a simple spoken essay, to a fully-edited mini-podcast, to a recorded musical production. The more creative your submission, the more relaxed I will be about how explicitly you cite readings.

3. **Two** visual pieces (charts, maps, photography, etc.)

You will create a visual composition, such as a chart, timeline, or map, that reflects on our readings and class discussion. You may also submit a paragraph of explanatory text if necessary. Real effort is still expected here—a picture of you making a confused face won't cut it.

4. **Two** reflections of any type (your choice)

Choose from any of the above three options!

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*Important assignment details continue on the next page! →*

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## How your submission will be evaluated

Completeness	5/5 Meets requirements	3/5 Slightly under requirements	0/5 Significantly under requirements
<b>Attention to detail</b> Submission is without obvious errors and is professionally edited	5/5 <b>Exemplary work;</b> zero errors and impressive formatting/editing	4/5 <b>Strong work;</b> Clear formatting and almost zero errors, but with some room for improvement	3/5 <b>Improvement needed;</b> Formatting shows little effort or is unclear/messy. Frequent errors interfere with comprehension
<b>Engagement</b> Submission clearly engages with one or more readings in a substantive way	5/5 <b>Exemplary work;</b> Readings are clearly named and engaged with in-depth, incorporating class discussion	4/5 <b>Strong work;</b> Readings are clearly named and engaged with, but could use more depth	3/5 <b>Improvement needed;</b> Readings are named, but engagement does not go beyond surface level
<b>Clarity</b> Submission is well-organized and flows well. Thoughtful construction advances a clear main idea	5/5 <b>Exemplary work;</b> Solid organization, thoughtful stylistic choices, and strong word choice	4/5 <b>Strong work;</b> Clear writing with room for stylistic improvement to clarify ideas	3/5 <b>Improvement needed;</b> Clumsy or unthoughtful writing interferes with communicating ideas

## Idea Papers

200 points

1<sup>st</sup> paper due September 27

2<sup>nd</sup> paper due November 1

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### Why you're doing it

The various concepts and perspectives we cover in this class are of little value if one cannot productively apply them. Whereas the reflection essays have asked you to rather casually engage with and reflect on ideas from our readings, this assignment requires you to dig deeper into the subjects and concepts in this course. Your two papers represent very different forms of inquiry—this diversity of thought is exactly what defines the humanities generally.

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### What you need to submit

You have three options for each of these papers, detailed later in this description. These papers are necessarily speculative and theoretical, but your work should demonstrate a firm understanding of each of the ideas you engage with and an awareness of their implications. Regardless of which form you choose, all submissions must include:

- 1200-1500 words
- A header with your last name and page numbers
- A title
- Clear engagement with at least two readings in this course, appropriately cited in APA, MLA, or Chicago style
- A bibliography, works cited, or references page
- Careful composition, revision, and reasoning
- Attention to each dimension listed in the rubric

Your two papers will take two of the following three forms (see next page):

**Synthesis:** *Synthesize*, or productively combine, several ideas from the readings and discussion earlier in the semester. You might examine two seemingly conflicting ideas, or apply one of the humanistic frameworks we've discussed in class to your own discipline. This is *not easy*, but is a vital part of humanistic inquiry. Like combining chemicals or materials, seeing how ideas interact reveals more about the properties of each. For example, you might argue that combining Walter Fisher's narrative paradigm and Donald Fixico's concept of "inside the lodge" yields specific insights that neither can provide on their own. Conversely, you might argue that placing two ideas in conversation with each other reveals important differences that we might otherwise miss. In addition to the bullet points above, synthesis papers should include:

- Clear summaries of each of the concepts you've chosen to work with
- A nuanced argument that places two or more concepts in conversation with each other (this will be the bulk of your paper)

**Place meditation:** Research and/or visit a particular place, and speculate about its "taproot metaphysics." This will involve both your own observations about the site, as well as some historical research into its past. This option is less formal than the other two, so let yourself be creative as you document what a place seems to be saying about itself. Refer to Gilfillan for examples. In addition to the bullet points above, place meditation papers should include:

- A clear identification and description of the particular place you've selected, including both its location and sensations involved with being in that place
- A nuanced exploration of the subjective elements that seem to be part of the place's essence. This is not something that I can mark "right" or "wrong," but I expect your exploration to be thoughtful and convincing.

**Contested place analysis:** Research a place that has contested meanings or uses. There are very few places whose ownership, best use, or history are completely agreed upon. Drawing from our readings, explain how conflicting perspectives or values have contributed to this contestation in the place you've selected. For example, you might analyze disputes over what a particular places should be called (Harney's Peak? Black Elk Peak?), or one of the four pieces of land that still remain under dispute between the U.S. and Canada. In addition to the bullet points above, contested place analysis papers should include:

- A clear identification and historical sketch of the contested place you've selected. Include enough context to bring someone unfamiliar with the place up to speed.
- A clear explanation of *why* and *how* this contestation plays out. If it is a question of ownership, why does each party feel they own the place? If it is a question of name, what does each potential name represent? If it is a question of use, why do the different parties feel the place should be used or not used in a particular way. (Note that most places will include more than one of these angles.)

## How your submission will be evaluated

<b>Word count</b> Paper is 1200-1500 words, with no apparent padding	<b>25/25</b> 1200-1500 words	<b>15/25</b> 1000-1200 or more than 1500 words	<b>0/25</b> Less than 1000 words	
<b>Basic requirements</b> Includes all bulleted items from page 1	<b>25/25</b> <b>Exemplary work;</b> All items present	<b>20/25</b> <b>Strong work;</b> One item missing	<b>15/25</b> <b>Improvement needed;</b> 2-3 items missing	<b>5/25</b> More than 3 items missing
<b>Attention to detail</b> Submission is without obvious errors and is professionally formatted	<b>25/25</b> <b>Exemplary work;</b> Up to two typographical or grammatical errors and impressive formatting	<b>20/25</b> <b>Strong work;</b> Clear formatting and almost zero errors, but with some room for improvement	<b>15/25</b> <b>Improvement needed;</b> Formatting shows little effort or is unclear /messy. Frequent errors interfere with comprehension	<b>5/25</b> Careless formatting or pervasive errors make paper nearly unreadable
<b>Citations</b> Citations and bibliography are complete and correctly formatted	<b>25/25</b> <b>Exemplary work;</b> Impressive citation with zero errors	<b>20/25</b> <b>Strong work;</b> Consistent citation with up to 3 errors	<b>15/25</b> <b>Improvement needed;</b> Citation rules not consistently followed	<b>5/25</b> No adherence to any common citation style
<b>Clarity</b> The point and progression of the paper are clear. Observations and evidence are clearly tied to a conclusion.	<b>25/25</b> <b>Exemplary work;</b> Content clearly works together to advance a central idea. Reader is swept along an obvious path.	<b>20/25</b> <b>Strong work;</b> A point is clear, but some parts of the paper may feel redundant or disconnected.	<b>15/25</b> <b>Improvement needed;</b> A point seems implied, but doesn't emerge clearly from the content of the paper. Ideas feel disconnected.	<b>5/25</b> Paper seems to be only disconnected observations
<b>Depth</b> Course concepts are engaged accurately and substantively	<b>25/25</b> <b>Exemplary work;</b> Concepts are clearly engaged, displaying an accurate and nuanced understanding	<b>20/25</b> <b>Strong work;</b> Concepts are engaged, but lack clarity or suggest only surface-level understanding	<b>15/25</b> <b>Improvement needed;</b> Concepts are engaged, but are either unclear or misrepresented	<b>5/25</b> Summaries are absent or nearly nonsensical
<b>Writing</b> Essay is well-organized and flows well. Well-constructed sentences advance a clear thesis	<b>25/25</b> <b>Exemplary work;</b> Solid organization, thoughtful sentences of varied length, and strong word choice	<b>20/25</b> <b>Strong work;</b> Clear writing with room for stylistic improvement to clarify ideas	<b>15/25</b> <b>Improvement needed;</b> Occasionally clumsy or unthoughtful writing interferes with communicating ideas	<b>5/25</b> Writing is nearly unreadable
<b>Specific requirements</b> Paper satisfies the requirements of the specific form described on page 2	<b>25/25</b> <b>Exemplary work;</b> Closely follows requirements, showing impressive accomplishment in the assigned intellectual task	<b>20/25</b> <b>Strong work;</b> Follows requirements, showing impressive effort in the assigned intellectual task	<b>15/25</b> <b>Improvement needed;</b> Seems aware of the spirit of the requirements, but does not accomplish the task described	<b>5/25</b> Little resemblance to the intellectual task described



## **ENGL 279: Communication in the STEM Workplace**

taught at South Dakota School of Mines & Technology

As part of a two-course series (along with ENGL 289: STEM Connections), this course introduces students to the types of communicative situations they are likely to encounter in their future workplaces. Rather than focus merely on the production of workplace documents, I use the course as an opportunity to focus on audience-centered communication. Whether a resume, an internal report, or a community-facing presentation, students learn that their communications decisions should be determined by the needs of their audience. Detecting, appreciating, and responding to those needs are core skills that the course seeks to develop. The end of the semester pushes the students to turn outward, expanding from simply being competent employees to being responsible leaders in their communities.

# ENGL 279: Communication in the STEM Workplace

Fall 2021 | 3 Credits

Section 05: Classroom Building 329, 10–10:50 am, M/W/F

Section 07: CBEC South 3305, 11–11:50 am, M/W/F

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## Your instructor

Dr. Bryce Tellmann

bryce.tellmann@sdsmt.edu

Office: Classroom Building 311

Office hours: 3-4 pm M/W, or by appointment

Office phone: 605-519-8019

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## Course description

Introductory course emphasizing written and oral forms of communication in the STEM workplace. Develops basic skills in preparing correspondence, resumes, short reports, graphics, presentations, and other types of professional communication commonly used in science and engineering fields.

This course builds communication skills relevant to getting a job, doing that job, and being an ethical community member in that job. To that end, the semester is broadly split into three units: Unit 1 focuses on communication to external audiences prior to getting a job; Unit 2 focuses on communication to internal audiences within the workplace; Unit 3 focuses on communication to external audiences in the course of workplace duties. All three units feature a variety of written, visual, and oral communication. This course may be used in partial fulfillment of General Education Goals 1 and 2 (detailed on page 3 of this syllabus).

Prerequisites: ENGL 101, Sophomore status

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## Required texts

You will not be required to purchase any texts for this class. All readings and media will be available through D2L. *However*, part of our activities in class will include curation of a database of workplace communication resources. You are expected to devote serious effort to this task, and to carefully attend to all assigned readings.

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## Course delivery method

This is an in-person course. Class sessions will not be recorded, and attendance via Zoom will only be an option under extenuating circumstances. You may attend office hours remotely, either by Zoom or by phone.

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## Attendance and participation

Attendance and participation are vital to your success in the course. In most class meetings, I will not spend a great deal of time lecturing—rather, our time together will be used for everyone to share their understanding and application of the assigned readings. **I expect you to engage each reading completely, closely, and perhaps more than once.** You are expected to come to class prepared to contribute in meaningful ways, not merely to be a passive recipient of information.

I do not distinguish between excused and unexcused absences. If you must miss class for whatever reason (including athletic travel), you may still earn your daily attendance/participation points by submitting a 500-word essay about that day's topic. This essay must be submitted within a week of the absence. These essays help make sure that you are keeping up-to-date on course material. **You may complete a maximum of 4 of these essays.** After that, you will lose points for each absence with no opportunity to regain them.

Of course, extenuating circumstances may exist that are not covered by this course policy. When in doubt, ask!

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## Plagiarism and cheating

“Plagiarism” is any instance of using another’s words or ideas without clear and appropriate attribution. *It does not matter whether or not the plagiarism was intentional*—plagiarism is always a serious academic offense, regardless of intent. Penalties for plagiarism in this course will range from receiving a 0 on that assignment, to failure of the entire course, to more serious administrative sanctions. If you are unsure whether or not something constitutes plagiarism, ask your instructor. More information on SD Mines’ plagiarism policy can be found on the [Academic Integrity page](#).

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## Technology policy

This course requires basic competence in the use of D2L and Microsoft Word. Information Technology Services can help with many of these things on their [“How Do I...” page](#).

The use of D2L is vital for this course, as it will be the primary source of announcements, readings, assignments, and submissions. You can access D2L from the [central D2L login page](#). You can also go to the “[Current Students](#)” section on the SD Mines homepage and click on the D2L icon. Use your campus Single Sign On email and password to get in.

The use of tablets or laptops in class is permitted only as a note-taking aid, or when such use is specifically called for (such as using Zoom). If you use your device to take notes, I may ask that you send me a copy of the notes immediately after class. Earbuds must be removed during class, whether or not they are in active use. If I judge that in-class technology use is having a negative effect on the classroom, I will prohibit devices for the remainder of the semester.

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## ADA Accommodation

SD Mines strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, please immediately contact the instructor of the course and the Title IX and Disability Coordinator, Ms. Amanda Lopez at [disabilityservices@sdsmt.edu](mailto:disabilityservices@sdsmt.edu) or 394-2533. Students with special needs or requiring special accommodations should also contact the instructor and the Title IX and Disability Coordinator. More information can be found at <https://www.sdsmt.edu/Campus-Life/Student-Support/Disability-Services/>

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## Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Provost and Vice President for Academic Affairs to initiate a review of the evaluation.

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## Learning outcomes

**Gen Ed Goal 1:** “Students will write effectively and responsibly and understand and interpret the written expression of others.”

Students will:

5. Write using standard American English, including correct punctuation, grammar, and sentence structure;
6. Write logically;
7. Write persuasively, with a variety of rhetorical strategies;
8. Incorporate formal research and documentation into their writing, to advance information literacy skills using modern, technology-based research tools.

**Gen Ed Goal 2:** “Students will communicate effectively and responsibly through listening and speaking.”

Students will:

1. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery;
2. Demonstrate listening competencies summarizing, analyzing, and paraphrasing ideas, perspectives, and emotional content;

Prepare and deliver presentations for a variety of audiences and settings.

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## Assignments

Your grade in this class will be based on 1000 points of work. Each assignment will be graded based on a rubric posted to D2L along with an extended assignment description. All assignments will be submitted via D2L. Late assignments will be accepted within one week of the original due date for *half-credit*.

Final letter grades will be assigned as follows:

900-1000	A	700-799	C	0-599	F
800-899	B	600-699	D		

**Attendance and participation** (Approximately 10 points/week) **150 points**

**Job search strategy** **50 points**

You will prepare a written strategy that can be used to find high-quality job listings relevant to your area of study or future career. This strategy document will be useful for class discussion throughout the semester, as well as in your future job searches.

**Cover letter** (draft and revision, 50 points/each) **100 points**

You will compose and revise a cover letter designed to get an interview for one of the job listings identified by your search strategy.

**Resume** (draft and revision) **150 points**

You will compose and revise a professional summary of your most employable self in the form of a resume. Done well, this document will serve you well long after this course is over.

**Internal report** (draft and revision) **100 points**

You will compose a 2-page document that explains your job and area of expertise to other people in your organization (including those outside your field). Thoughtful layout and succinct clarity are key.

**Internal presentation** (proposal and presentation) **150 points**

You will propose, create and execute a presentation designed to explain a concept or project within your area of expertise to a sympathetic audience. This presentation will focus on clarity in the explanation of technical concepts to a heterogeneous audience.

**External audience group work plan** **50 points**

In preparation for your group presentation, you will create a plan for how you will divide and coordinate duties within your group. You are welcome to divide labor however you see fit, but the plan is subject to approval by your instructor based on feasibility and equity.

**External audience group presentation** **150 points**

Your group will create and execute a presentation designed to explain an engineering project to external audiences. This presentation will focus on your ability to anticipate, address, and take seriously the intersections of engineering and community life.

**Group presentation analysis****100 points**

You will analyze your own group's presentation, as well as that of one other group, to make recommendations on how to better achieve the presentations' communicative goals. Your analysis will attend to the presentations' argument, use of supporting materials, apparent evaluation of its audience, and how well they consider community impacts. This assignment is graded individually.

**Course schedule** (subject to change with notice)

	<b>Class</b>	<b>Topic</b>	<b>Due by class</b>
<b>Intro</b>	1.M Aug 23	Syllabus and course intro	Read: Syllabus
	1.W Aug 25	What is employment?	Read: Budd and Bhave, part 1
	1.F Aug 27	What is employment? II	Read: Budd and Bhave, part 2
<b>Unit 1: Getting the job</b>	2.M Aug 30	Job description analysis	Read: "Build Your Employer Target List" and "Search the Right Job Websites" Prepare: Find 3-4 job listings you could apply for after grad.
	2.W Sep 1	Understanding the job market	Read: "Outsourcing STEM Jobs: What STEM Educators Should Know"
	2.F Sep 3	Researching your future employer Resumes 1: What is a resume?	Read: "How to Avoid Job Scams" and "Resume Format Guide" Prepare: a rough draft of your resume
	3.M Sep 6	<b>NO CLASS – Labor Day</b>	
	3.W Sep 8	Resumes II: Resume workshop	Watch: "Resume and Cover Letters 101" (to 16:40) Submit: <b>Job search strategy; Resume draft</b>
	3.F Sep 10	Cover letters I: What is a cover letter?	Read: "Quick Tips to Get your Cover Letter Noticed" Watch: "Resume and Cover Letters 101" (from 16:40)
	4.M Sep 13	<b>NO CLASS: Attend job fair on Sep 14!</b>	Attend: Job fair on Tuesday, Sep 14!
	4.W Sep 15	Cover letters II: Cover letter workshop	Read: "Why do we find it so hard to write about ourselves?" Submit: <b>Cover letter draft</b>
	4.F Sep 17	The other side of the job search	Read: "The Science of Smart Hiring"
	5.M Sep 20	Interviews I	Read: "Through the Looking Glass" (Conclusion + Appendix)
	5.W Sep 22	Interviews II: Interviewers as audience	Submit: <b>Revised resume</b> Prepare: To interview Dr. Tellmann
	5.F Sep 24	Watch interview examples	Prepare: bring interview examples/links to class
	6.M Sep 27	Mock interviews	
	6.W Sep 29	Mock interviews	Submit: <b>Revised cover letter</b>
	6.F Oct 1	Mock interviews	

<b>Unit 2: Communicating in the workplace</b>	7.M Oct 4	Email: Not going away	Read: "Genre Chameleon"
	7.W Oct 6	Workplace ethics	Read: [TBD]
	7.F Oct 8	Internal communication	Read: "Communication Barriers in the Modern Workplace"
	8.M Oct 11	<b>NO CLASS – Native Americans Day</b>	
	8.W Oct 13	Workplace culture	Submit: <b>Internal report draft</b>
	8.F Oct 15	Workplace culture II	Prepare: Resources on workplace culture
	9.M Oct 18	Visual design I	Watch: "6 Golden Rules of Layout Design"
	9.W Oct 20	Group assignments for Unit 3 Visual design II	Submit: <b>Internal presentation proposal</b>
	9.F Oct 22	Collaboration; assign work plan	Read: "Collaborative Problem Solvers"
	10.M Oct 25	Individual conferences	Prepare: To talk with me about your progress in class so far
	10.W Oct 27	Individual conferences	Submit: <b>Revised internal report</b> Prepare: To talk with me about your progress in class so far
	10.F Oct 29	Individual conferences	Prepare: To talk with me about your progress in class so far
	11.M Nov 1	Internal presentations	
	11.W Nov 3	Internal presentations	Submit: <b>Group work plan</b>
	11.F Nov 5	Internal presentations	
<b>Unit 3: STEM in community</b>	12.M Nov 8	Also not going away: Meetings	Watch: [TBD]
	12.W Nov 10	Meetings II	Prepare: To fulfill your role in our class meeting.
	12.F Nov 12	Workplace communication resources	Prepare: Make sure you've been curating resources!
	13.M Nov 15	STEM in community	Read: NSPE Code of Ethics
<b>Thanksgiving Holiday – Nov 23–26</b>			
<b>Unit 3: STEM in community</b>	15.M Nov 29	Group presentations	
	15.W Dec 1	Group presentations	
	15.F Dec 3	Group presentations	
	16.M Dec 6	Semester wrap-up	
	Finals Week	[No final examination]	Submit: <b>Group presentation analysis</b>

## Job Search Strategy

50 points

Due September 8

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### Why you're doing it

Because we live in a world of information overload, it's not hard to find job postings. Finding a position that you actually want—and that you are qualified for—however, requires careful and intelligent planning. This assignment will help hone your ability to find this type of position listing. In turn, finding such positions will help you tune your other job search materials to real-world examples.

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### What you need to submit

Draft a plan that describes how you will go about finding open positions in your field or area of expertise. This should go beyond “I’ll Google it.” At minimum, your plan should include:

- Header info with your name, class, section, and date
- A one- or two-sentence description of the type of job you are seeking.  
(For example, “I am looking for an entry-level civil engineering position at a mid-sized engineering firm in the upper Midwest”)
- The names of at least two companies/institutions you could see yourself working for (whether or not they currently have open positions)
- At least one paradigmatic example of a job listing that shows what kind of job your strategy is designed to find
- The search engines or job posting boards you will use
- At least five keywords that you will use to narrow your search
- At least one *caveat*, or possible aspect of your strategy that may cause your search to produce low-quality results

*Example: “Because I am seeking a job in communication technology, ‘communication’ is one of my keywords. However, almost every job lists ‘communication’ as a desired skill, which may result in low-quality results.”*

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*Important assignment details continue on the next page!*

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## How your submission will be evaluated

Completeness	10/10 All materials present	5/10 One or two items missing	0/10 More than two items missing	
<b>Attention to detail</b> Submission is professionally formatted and without obvious errors	10/10 <b>Exemplary work;</b> impressive formatting and zero typographical or grammatical errors	8/10 <b>Strong work;</b> Clear formatting and almost zero errors, but with some room for improvement	5/10 <b>Improvement needed;</b> Formatting shows little effort or is unclear/messy. Frequent errors interfere with comprehension	1/10 Careless formatting or pervasive errors make submission nearly unreadable
<b>Job description</b> Description is one to two sentences, thoughtfully composed, and highly specific	10/10 <b>Exemplary work;</b> description is clear, well-edited, and unambiguous	8/10 <b>Strong work;</b> Statement is thoughtful and mostly clear, but could use some editing to reduce ambiguity	5/10 <b>Improvement needed;</b> Statement is readable, but is unclear, poorly edited, or ambiguous	1/10 Statement is nearly unreadable
<b>Examples and keywords</b> Chosen examples of companies, job listing, search engines, and keywords clearly contribute to job search success	10/10 <b>Exemplary work;</b> Well-chosen examples and keywords clearly contribute to success of job search strategy	8/10 <b>Strong work;</b> Examples and keywords are strong, but some may be unclear or of questionable usefulness	5/10 <b>Improvement needed;</b> Examples and keywords are relevant, but of questionable value. Obvious keywords may have been omitted	1/10 Examples and keywords are irrelevant or senseless
<b>Caveat</b> Brief caveat discussion shows thoughtfulness and ability to weed out low-quality results	10/10 <b>Exemplary work;</b> Caveat shows awareness of strategy's pitfalls as well as an ability to overcome	8/10 <b>Strong work;</b> Caveat shows awareness, but it may not be clear why this caveat was not simply eliminated	5/10 <b>Improvement needed;</b> A more significant caveat may have been missed, or the indicated caveat may have no reason to exist	1/10 No thoughtful awareness of caveat demonstrated

## Resume

**150 points (50 point draft + 100 point revision)**  
**Draft due September 8; Revision due September 22**

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### Why you're doing it

The resume is the most basic of job documents, and is required for virtually any new position. This assignment will develop your skills in the production of this document. Additionally, your final submission will be a good starting point for crafting a real-world resume once graduation is in sight. We will review a number of examples in class.

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### What you need to submit

The draft is primarily an opportunity to assemble the necessary information for your history. The formatting and precise phrasing don't matter as much until the revision, but note that the more effort you put into the draft, the easier it will be to produce a high-quality revision. This is just a draft, so good-faith efforts will receive high grades. At minimum, your draft must include

- Clear contact information
- Work history and relevant experience
- Educational background
- Some attempt to tailor this information toward a particular job or field
- Some attempt at aesthetically pleasing formatting

Your revision should clearly incorporate feedback from your classmates and instructor, as well as insight gained from course materials. Attention to detail is vital. At minimum, your revision must include all of the above elements, as well as

- Clear improvement from draft submission
- Thoughtfully composed experience descriptions
- Careful attention to arrangement of elements
- Application of guidelines from class discussion and course materials
- Thoughtful language choices, particularly verbs
- Tidy and aesthetically pleasing formatting (fills exactly one or exactly two pages)

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*Important assignment details continue on the next page!*

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## How your revised submission will be evaluated

Completeness	10/10 All elements present	5/10 One or two items missing	0/10 More than two items missing	
<b>Attention to detail</b> Submission is professionally written and without obvious errors	<b>10/10</b> <b>Exemplary work;</b> Impressive formatting and zero typographical or grammatical errors	<b>8/10</b> <b>Strong work;</b> Clear formatting and almost zero errors, but with some room for improvement	<b>5/10</b> <b>Improvement needed;</b> Formatting shows little effort or is unclear/messy. Frequent errors interfere with comprehension	<b>1/10</b> Careless formatting or pervasive errors make submission nearly unreadable
<b>Writing</b> Language choices are thoughtful throughout, creating the impression of professional elegance	<b>20/20</b> <b>Exemplary work;</b> Writing is strong, using bold-yet-professional words/phrasing without becoming repetitive	<b>16/20</b> <b>Strong work;</b> Writing is good, but could be improved with stronger or more fitting words	<b>10/20</b> <b>Improvement needed;</b> Writing is readable, but is unclear, poorly edited, or ambiguous	<b>1/20</b> Writing is nearly unreadable
<b>Descriptions</b> Work experience is described in specific ways geared toward emphasizing employability	<b>20/20</b> <b>Exemplary work;</b> Clear attention to applicability of experience, featuring strong verbs without descending into pabulum	<b>16/20</b> <b>Strong work;</b> Experience is well-described, but not always with an eye toward employability	<b>10/20</b> <b>Improvement needed;</b> Experience is not clearly described, or depends strongly on pabulum	<b>1/20</b> Experience is not described or no attempt is made at relevance
<b>Formatting</b> Document arrangement and formatting makes it easy to read and digest quickly	<b>20/20</b> <b>Exemplary work;</b> Elements are in a logical order, with completely consistent professional formatting that exactly fills 1 or 2 pages	<b>16/20</b> <b>Strong work;</b> Elements are in a logical order, but with some formatting inconsistencies	<b>10/20</b> <b>Improvement needed;</b> Elements lack logical order, or formatting interferes with reader comprehension	<b>1/20</b> Document is not thoughtfully arranged or formatted
<b>Improvement</b> Instructor feedback has been clearly incorporated to create significant improvement over draft submission	<b>20/20</b> <b>Exemplary work;</b> Feedback clearly incorporated; revision shows obvious evidence of iterative improvement	<b>16/20</b> <b>Strong work;</b> Feedback incorporated, but incompletely or only in a surface-level way	<b>10/20</b> <b>Improvement needed;</b> Evidence that student has attended to feedback, but only lightly or partially incorporated	<b>1/20</b> Feedback not incorporated



## **ENGL 101: Composition 1**

taught at South Dakota School of Mines & Technology

The first things that students learn about this course is that it is about more than just writing. Composition is about research, analysis, argumentation, drafting, revising, and revising again. This is, of course, a writing-intensive course, but it is also discussion-intensive. Students comment on each other's writing throughout the semester in order to help others recognize their strengths, emulate the excellence they find, and learn to recognize their own writing habits. By the end of the semester, my goal is that students recognize that information literacy, thoughtful argumentation, and intentional stylistic choices are all intertwined, and that writing well and thinking well go hand-in-hand.

## ENGL 101: Composition 1

Spring 2021 | 3 Credits

Section 6: Online, 10–10:50 am, M/W/F

Section 4: Online, 11–11:50 am, M/W/F

Section 5: Online, 1–1:50 pm, M/W/F

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### Your instructor

Bryce Tellmann

bryce.tellmann@sdsmt.edu

Office: Classroom Building 311

Office hours: 2-3:30pm M/W, or by appt.

Zoom or in-person

Office phone: 605-519-8019

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### Course description

Practice in the skills, research, and documentation needed for the effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included.

As a result of your engaged participation in this course, you will improve your writing skills. Our focus will be on academic research and analysis, but our readings and activities will serve to bolster your writing skills across genres and audiences. The centerpiece of this course is a research project that will demand, refine, and showcase your research, composition, and argumentation skills. This course may be used in partial fulfillment of General Education Goal 1 (detailed on page 3 of this syllabus).

Prerequisites: None

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### Required texts

Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. Anchor.

- Available from most popular book sellers, or from the campus bookstore.

*Writing for Success*. (2015). University of Minnesota Libraries Publishing.

<https://doi.org/10.24926/8668.2801>

- Available for **free** from the link above!

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## Course structure for Spring 2021

This is an **online synchronous** course. This means that we will not meet in person, but that we will gather virtually for class during our scheduled class times each week.

The use of D2L is vital for this course, as it will be the primary source of announcements, readings, assignments, and submissions. You can access D2L from the [central D2L login page](#). You can also go to the “[Current Students](#)” section on the SD Mines homepage and click on the D2L icon. Use your campus Single Sign On email and password to get in.

Familiarity with Zoom will also be necessary to participate in this course. Links and login information to livestreamed Zoom sessions will be provided on our D2L site. If you have problems with accessing Zoom or D2L, call the helpdesk at 605-394-1234 or email [helpdesk@sdsmt.edu](mailto:helpdesk@sdsmt.edu)

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## Attendance and participation

This is a class about communication, so attendance and participation are vital to your success in the course. In most class meetings, I will not spend a great deal of time lecturing—rather, our time together will be used to share your thoughts and insights regarding the assigned readings and your writing. You are expected to come to class prepared to contribute in meaningful ways.

I do not distinguish between excused and unexcused absences. If you must miss class for whatever reason (including athletic travel), you may still earn your daily attendance/participation points by submitting a 500-word essay about that day’s readings or assignments. This essay must be submitted within a week of the absence. These essays help make sure that you are keeping up-to-date on course material. **You may complete a maximum of 4 of these essays.** After that, you will lose points for each absence with no opportunity to regain them.

You are responsible for overcoming any technical difficulties with D2L or Zoom. Participation on these platforms means actively contributing to both synchronous and asynchronous conversations. Simply being logged on to the Zoom meeting will not be sufficient to earn full participation points.

Of course, extenuating circumstances may exist that are not covered by this course policy. When in doubt, ask!

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## Plagiarism and cheating

“Plagiarism” is any instance of using another’s words or ideas without clear and appropriate attribution. *It does not matter whether or not the plagiarism was intentional*—plagiarism is always a serious academic offense, regardless of intent. Penalties for plagiarism in this course will range from receiving a 0 on that assignment, to failure of the entire course, to more serious administrative sanctions. If you are unsure whether or not something constitutes plagiarism, ask your instructor. More information on SD Mines’ plagiarism policy can be found on the [Academic Integrity page](#).

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## Technology and Email

This course requires basic competence in the use of D2L and Microsoft Word. The use of Zoom, including a camera and microphone, will be required. Information Technology Services can help with many of these things on their [“How Do I...” page](#).

An important part of college-level writing is using language appropriate to the situation. To this end, I expect any emails to be professional and appropriate. Please indicate “ENGL 101” in the subject line, followed by a short description of your purpose in emailing. (For example: ENGL 101 – Research proposal question.) **I will not respond to emails that do not have a subject.**

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## ADA Accommodation

SD Mines strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Title IX and Disability Coordinator, Ms. Amanda Lopez at [disabilityservices@sdsmt.edu](mailto:disabilityservices@sdsmt.edu) or 394-2533. Students with special needs or requiring special accommodations should also contact the instructor and the Title IX and Disability Coordinator. More information can be found at <https://www.sdsmt.edu/Campus-Life/Student-Support/Disability-Services/>

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## Learning outcomes

**Gen Ed Goal 1:** “Students will write effectively and responsibly and understand and interpret the written expression of others.”

Students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure
2. Write logically
3. Write persuasively, with a variety of rhetorical strategies
4. Incorporate formal research and documentation into their writing, to advance information literacy skills using modern, technology-based research tools

## Assignments

Your grade in this class will be based on 1000 points of work. Detailed assignment descriptions and grading rubrics will be posted to D2L. All assignments will be submitted via D2L. Late assignments will be accepted within one week of the original due date for partial credit.

Final letter grades will be assigned as follows:

900-1000	A	600-699	D
800-899	B	0-599	F
700-799	C		

**Attendance and participation** **100 points**

**Peer editing** **100 points**

Throughout the semester, you will provide constructive, useful feedback on your classmates' exercises, drafts, and revisions.

**Finding high-quality sources** **50 points**

You will demonstrate the ability to find and evaluate high-quality sources about a topic you choose.

**Research proposal** **100 points**

You will compose a document that presents, justifies, and plans your semester-long research project. It will define your topic area, the specific argument you want to make, and your preliminary identification of sources.

**Annotated bibliography** **150 points**

You will assemble 10 high-quality and properly cited sources for use in your final research paper, along with a 3-4 sentence description of each.

**Research paper draft** **200 points**

You will submit a *substantially complete* version of your final 3000-word research paper. Polished work is not expected at this point, but a robust argument, thoughtful arrangement, and competent use of high-quality sources should all be apparent.

**Article analysis** **100 points**

You will analyze an assigned article for its argument and structure. By learning to recognize compositional strategies others' writing, you can begin to implement them in your own.

**Research paper** **200 points**

Your research proposal, annotated bibliography, and draft will all culminate in a highly polished research paper of at least 3000 words. The paper will display your familiarity with the chosen topic, advance a clear argument about a particular aspect of that topic supported by high-quality sources, and adhere to the most stringent academic standards of citation.

## Tentative course schedule (subject to change with notice)

Class	Topic	Due by class
1.M Jan 11	Syllabus and course intro	Read: Syllabus
1.W Jan 13		Prepare: A well-written, factual article to bring to class and discuss
1.F Jan 15	Writing in college	Read: <i>Bird by Bird</i> , "Shitty First Drafts" <i>Writing for Success</i> , <a href="#">"1.1 Reading and Writing in College"</a>
2.M Jan 18		<b>No class—Martin Luther King Jr. Day</b>
2.W Jan 20	Research basics: Finding sources	Prepare: Writing exercise #1
2.F Jan 22	Research basics: Evaluating sources	Read: <i>Writing for Success</i> : <a href="#">"11.4 Strategies for Gathering Reliable Information"</a>
3.M Jan 25	Research: Keeping track of sources	Prepare: Writing exercise #2
3.W Jan 27	Writing basics: Grammar review	Submit: <b>Finding high-quality sources</b>
3.F Jan 29	Writing basics: Common mistakes	Read: <i>Writing for Success</i> , <a href="#">"2.1 Sentence Writing"</a>
4.M Feb 1	Writing: Revision as a way of life	Prepare: Writing exercise #3 Read: <i>Bird by Bird</i> , "Perfectionism" <a href="#">"Wikipedia is Good for You!?"</a>
4.W Feb 3	Research: Defining your topic and asking questions	Read: <i>Writing for Success</i> : <a href="#">"11.2 Steps in Developing a Research Proposal"</a>
4.F Feb 5	Research: Finding your process	Read: <i>Writing for Success</i> : <a href="#">"11.3 Managing Your Research Project"</a> Read: <i>Bird by Bird</i> : "Writing Groups"
5.M Feb 8	Writing: Who are you?	Prepare: Writing exercise #4 Read: <a href="#">"Why First Person is Important in College Writing"</a>
5.W Feb 10	Writing: Three personas	Submit: <b>Research proposal</b>
5.F Feb 12	Writing: Paragraphs	Read: <i>Writing for Success</i> : <a href="#">"6.2 Effective Means for Writing a Paragraph"</a>
6.M Feb 15		<b>No class—Presidents' Day</b>
6.W Feb 17	Research: Citing sources	Prepare: Writing exercise #5
6.F Feb 19	Research: APA Citation	Read: <i>Writing for Success</i> : <a href="#">"13.2 Citing and Referencing Techniques"</a>
7.M Feb 22	Research: From notes to writing	Prepare: Writing exercise #6 Read: <i>Writing for Success</i> : <a href="#">"11.5 Critical Thinking and Research"</a>
7.W Feb 24	Writing: Argument	Submit: <b>Annotated bibliography</b> Read: <a href="#">"Argument"</a>
7.F Feb 26	Writing: What does a research paper do?	Read: <i>Writing for Success</i> , <a href="#">"12.1 Creating a Rough Draft for a Research Paper"</a>
8.M Mar 1	Writing: Reading to write	Prepare: Writing exercise #7
8.W Mar 3	Research: How to read a journal article (and when not to)	Read: <a href="#">"Reading Scholarly Articles"</a>
8.F Mar 5	Mid-semester check-in	Prepare: What has been interesting or most challenging so far?
<b>Spring Break: March 8–12</b>		
9.M Mar 15	Research: Evaluating arguments	Prepare: Writing exercise #8
9.W Mar 17	Writing: Slang, Idioms, and Jargon	Submit: <b>Article analysis</b> Read: <i>Writing for Success</i> : <a href="#">"5.8 Slang and Idioms"</a>

9.F Mar 19	Writing: What are the stakes?	Read: <a href="#">Accurate Science or Accessible Science</a>
10.M Mar 22	Research: Always. Be. Researching.	Prepare: Writing exercise #9 Read: <i>Bird by Bird</i> : “Index Cards” and “Calling Around”
10.W Mar 24	*Individual conferences*	Prepare: To talk with me about your draft progress
10.F Mar 26	*Individual conferences*	Prepare: To talk with me about your draft progress
11.M Mar 29	Writing: Letting go and holding on	Prepare: Writing exercise #10 Read: <i>Bird by Bird</i> : “Broccoli” and “Someone to Read Your Drafts”
11.W Mar 31	Writing: Some high-quality examples	Submit: <b>Research paper draft</b>
11.F Apr 2	<b>No class—Easter Break</b>	
12.M Apr 5	Writing: Providing feedback	Prepare: Writing exercise #11
12.W Apr 7	Writing: Providing feedback	Read: <a href="#">“How to Write Meaningful Peer Response Praise”</a>
12.F Apr 9	Writing: Applying feedback	Read: <i>Writing for Success</i> , <a href="#">“12.2 Developing a Final Draft”</a>
13.M Apr 12	*Individual conferences*	Prepare: To talk with me about your revision plans
13.W Apr 14	*Individual conferences*	Submit: <b>Comments on classmate’s draft</b> Prepare: To talk with me about your revision plans
13.F Apr 16	*Individual conferences*	Prepare: To talk with me about your revision plans
14.M Apr 19	Ethical dimensions of argument	Prepare: Writing exercise #12
14.W Apr 21	Writing: Starting and Stopping	Read: <i>Bird by Bird</i> : “False Starts” and “How Do You Know When You’re Done?”
14.F Apr 23	Class choice day	[Content determined by class, or by apparent need]
15.M Apr 26	Writing as community service	Read: <a href="#">“...there are costs to doing good science”</a>
15.W Apr 28	Research: You wrote the thing. Now what?	Submit: <b>Research paper</b>
15.F Apr 30	Semester wrap-up	
Finals Week	[No final examination]	Prepare: For life without ENGL 101! Submit: Nothing! Read: Whatever you want!

## Article Analysis

100 points

Due March 17

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### Why you're doing it

One of the best ways to develop your abilities as a writer is to read the sorts of things that you expect to write. But this sort of reading requires more than just extracting the information that the author is communicating. This assignment will develop your ability to *analyze* the writing of others for argument and structure. By learning to recognize compositional strategies in others' writing, you can begin to implement them in your own.

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### What you need to submit

I will provide a number of article options. You will choose one of these and analyze it for its argument, structure, and writing techniques. Your submission should be formatted as a Word document or PDF and must include the following. Your submission must:

- Identify which article you selected
- Identify the central claim/conclusion of the article
  - *Optional: Identify any secondary or incidental claims the author makes*
- Identify **at least three premises** the author offers to support that claim. State these premises individually, and as simply as possible.
- In 4-7 sentences, describe how the article is organized.
- Identify three transition sentences or phrases that the author uses to move from one topic to the next. Quote the entire sentence and provide a page number.
- Identify what you consider to be the **best paragraph** of the article, and explain your decision. Your explanation should go deeper than the paragraph being "well organized" or "well written."

The article options can be found on D2L, along with a formatting example.

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*Important assignment details continue on the next page!*

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## How your submission will be evaluated

Completeness	10/10 Exemplary work; All requested items included	5/10 Improvement needed; One item missing		0/10; More than one item missing
Writing Spelling, grammar, attention to detail	15/15 Exemplary work; 0-2 errors, engaging writing, and impressive formatting	12/15 Strong work; 3-5 errors, or writing/ formatting just slightly interferes with reader comprehension	7/15 Improvement needed; More than 5 errors, or writing/ formatting significantly interferes with reader comprehension	0/15; Persistent errors or careless writing/ formatting makes submission nearly impossible to read
Claim identification	15/15 Exemplary work; Claim correctly and clearly identified	12/15 Strong work; Claim is correctly identified, but may be unclear or slightly misinterpreted	7/15 Improvement needed; Claim misidentified, but in an understandable way	0/15 Claim unidentified, or bewilderingly misidentified
Premise identification	15/15 Exemplary work; At least three premises are correctly, clearly, and individually identified	12/15 Strong work; At least three premises are correctly identified, but may be unclear or conflated	7/15 Improvement needed; One or more premise is incorrect, or two or more are significantly unclear	0/15 Premises are unidentified, or bewilderingly misidentified
Organization description	15/15 Exemplary work; Article's structure and argumentative flow is accurately summarized.	12/15 Strong work; Structure is accurately summarized, but may lack detail or attention to how the author develops their ideas	7/15 Improvement needed; Structure is summarized, but in an incomplete or somewhat inaccurate way	0/15 Structure is not described, or does not resemble actual organization
Transition identification	15/15 Exemplary work; Transitions are clearly and accurately identified, along with page numbers	12/15 Strong work; Transitions are identified, but may be slightly unclear or misidentified	7/15 Improvement needed; Two or more transitions are misidentified, or page numbers are not provided	0/15 Transitions are not identified, or are bewilderingly misidentified
Best paragraph identification and reasoning	15/15 Exemplary work; Paragraph is clearly identified, and its excellence is convincingly justified	12/15 Strong work; Paragraph is clearly identified, but its excellence is unclear or described in banal ways	7/15 Improvement needed; Paragraph identification and explanation are both significantly unclear	0/15 Paragraph is not identified, or reasoning is not provided

## Paper Draft and Final Paper

Paper Draft: 200 points, due March 31

Final Paper: 200 points, due April 28

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### Why you're doing it

This class develops your abilities to find information, evaluate sources, craft an argument, and communicate that argument in writing appropriate to your audience. The research paper you've been working on all semester is your opportunity to put all of those skills into practice, and my opportunity to assess your competency in those skills. Beyond this class, this skillset will serve you as a professional and expert in your communities.

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### What you need to submit

Your **final paper** will be at least 3,000 words in length, and will display your familiarity with the chosen topic, advance a clear argument about a particular aspect of that topic supported by high-quality sources, and adhere to the most stringent academic standards of citation. Your **draft** will be a *substantially complete* version of this paper. Polished work is not expected at this point, but a robust argument, thoughtful arrangement, and competent use of high-quality sources should all be apparent. Some specific instructions to note for both the draft and the final paper:

- Your paper should be double-spaced, in 12-point Times New Roman, with 1-inch margins.
- Include page numbers in the upper-right corner.
- In your draft, feel free to include comments (using Word's comment tool) that explain particular challenges you're navigating, or what your goals are for particular sections.
- There is no explicit requirement for the required number of sources, but I expect your arguments to be robustly supported and reflective of the significant amount of time we've spent this semester finding, analyzing, and evaluating research.
- Include a title page, formatted according to APA style. Also include on this page:
  - Your paper's wordcount
  - The following statement (and note that, in doing so, you are bound by this statement):  
*"This paper is entirely my own original work, except for material that I have explicitly cited. I understand that representing others' work as my own will result in penalties including and up to (1) failure of this assignment, (2) failure of this class, (3) academic probation, and/or (4) expulsion from South Dakota School of Mines & Technology.*

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*Important assignment details continue on the next page!*

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## How your Paper Draft submission will be evaluated

<b>Writing (technical)</b> Spelling, grammar, attention to detail	25/25 <b>Exemplary work</b> ; Writing is perfectly readable and has almost no errors. Almost final-draft ready!	20/25 <b>Strong work</b> ; A smattering of minor errors that will be easy to address	15/25 <b>Improvement needed</b> ; Frequent errors suggest a lack of care or revision	5/25; Persistent errors or careless writing/ formatting makes submission nearly impossible to read
<b>Writing (stylistic)</b> Is your writing easy to understand, pleasant to read, and intentional?	25/25 <b>Exemplary work</b> ; Already well-polished, with impressive voice	20/25 <b>Strong work</b> ; Room for improvement in some key ways	15/25 <b>Improvement needed</b> ; Inconsistent or difficult to read at times	5/25 Nearly incoherent
<b>Argument (clarity)</b> Is your central claim clear? Is your supporting information clear? Is it clear how that supporting information is connected to your central claim?	25/25 <b>Exemplary work</b> ; Boasts impressive clarity, perhaps with some room for elaboration or connection	20/25 <b>Strong work</b> ; Intended argument seems clear, but work is needed to connect the dots	15/25 <b>Improvement needed</b> ; One or more parts of the argument are significantly unclear or ill-considered	5/25 No intelligible argument apparent
<b>Argument (strength)</b> Is your argument convincing? Do you demonstrate awareness of counterarguments or alternative perspectives? Do your conclusions appear reasonable?	25/25 <b>Exemplary work</b> ; Robust, clearly considers opposing information, and would be difficult to refute	20/25 <b>Strong work</b> ; Clear potential for convincing argument, but needs improvement in key areas	15/25 <b>Improvement needed</b> ; Argument has one or more serious gaps or weaknesses that need to be improved	5/25 Argument is weak, ill-informed, or hopelessly one-sided
<b>Organization</b> Is your paper organized in a logical, thoughtful, and easy-follow way? Does the structure clearly help your audience follow your argument?	25/25 <b>Exemplary work</b> ; Solid organization shows evidence of serious thought and revision	20/25 <b>Strong work</b> ; Evidence of thoughtful choice, but can be improved in some key ways	15/25 <b>Improvement needed</b> ; Little evidence of thoughtful decision-making. Obvious need for serious improvement	5/25 No attention to organization apparent
<b>Use of sources</b> Does your paper draw on obviously useful and credible sources? Does it integrate information from those sources in a robust way?	25/25 <b>Exemplary work</b> ; Consistently, robustly, and accurately integrated in substantive ways	20/25 <b>Strong work</b> ; Some sources are weak, or are used in glaringly surface-level ways	15/25 <b>Improvement needed</b> ; Very few quality sources, or sources are used poorly	5/25 No credible sources
<b>Citation</b> Are all sources cited according to APA style, with a correctly formatted reference page?	25/25 <b>Exemplary work</b> ; Little need for improvement!	20/25 <b>Strong work</b> ; Various small errors, or one persistent type of error need fixing	15/25 <b>Improvement needed</b> ; Multiple persistent errors require attention	5/25 No attempt at proper APA citation is apparent
<b>Content</b> Is the paper of appropriate length? Is it intellectually rigorous? Does it avoid fluff or filler?	25/25 <b>Exemplary work</b> ; Appropriate length and depth with no apparent fluff or filler	20/25 <b>Strong work</b> ; Some key content or depth missing, but it's clear how to fix	15/25 <b>Improvement needed</b> ; Well under requirements, or needs significant rigor improvement	5/25 Paucity of content or rigor

## How your Research Paper submission will be evaluated

<b>Writing (technical)</b> Spelling, grammar, attention to detail	<b>20/20 Exemplary work;</b> Writing is perfectly readable and has almost no errors.	<b>16/20 Strong work;</b> A smattering of minor errors that will be easy to address	<b>12/20 Improvement needed;</b> Frequent errors suggest a lack of care or revision	<b>5/20;</b> Persistent errors or careless writing/formatting
<b>Writing (stylistic)</b> Is your writing easy to understand, pleasant to read, and intentional?	<b>20/20 Exemplary work;</b> Already well-polished, with impressive voice	<b>16/20 Strong work;</b> Room for improvement in some key ways	<b>12/20 Improvement needed;</b> Inconsistent or difficult to read at times	<b>5/20</b> Nearly incoherent
<b>Argument (clarity)</b> Is your central claim clear? Is your supporting information clear? Is it clear how that supporting information is connected to your central claim?	<b>20/20 Exemplary work;</b> Boasts impressive clarity, with little need for elaboration or connection	<b>16/20 Strong work;</b> Intended argument seems clear, but work is needed to connect the dots	<b>12/20 Improvement needed;</b> One or more parts of the argument are significantly unclear or ill-considered	<b>5/20</b> No intelligible argument apparent
<b>Argument (strength)</b> Is your argument convincing? Do you demonstrate awareness of alternative perspectives? Do your conclusions appear reasonable?	<b>20/20 Exemplary work;</b> Robust, clearly considers opposing information, and would be difficult to refute	<b>16/20 Strong work;</b> Clear potential for convincing argument, but needs improvement in key areas	<b>12/20 Improvement needed;</b> Argument has one or more serious gaps or weaknesses that need to be improved	<b>5/20</b> Argument is weak, ill-informed, or hopelessly one-sided
<b>Organization</b> Is your paper organized in a logical, thoughtful, and easy-follow way? Does the structure help your audience follow your argument?	<b>20/20 Exemplary work;</b> Solid organization shows evidence of serious thought and revision	<b>16/20 Strong work;</b> Evidence of thoughtful choice, but can be improved in some key ways	<b>12/20 Improvement needed;</b> Little evidence of thoughtful decision-making. Obvious need for serious improvement	<b>5/20</b> No attention to organization apparent
<b>Use of sources</b> Does your paper draw on obviously useful and credible sources? Does it integrate those sources in a robust way?	<b>20/20 Exemplary work;</b> Consistently, robustly, and accurately integrated in substantive ways	<b>16/20 Strong work;</b> Some sources are weak, or are used in glaringly surface-level ways	<b>12/20 Improvement needed;</b> Very few quality sources, or sources are used poorly	<b>5/20</b> No credible sources
<b>Citation</b> Are all sources cited according to APA style, with a correctly formatted reference page?	<b>20/20 Exemplary work;</b> Little need for improvement!	<b>16/20 Strong work;</b> Various small errors, or one persistent type of error need fixing	<b>12/20 Improvement needed;</b> Multiple persistent errors require attention	<b>5/20</b> No attempt at proper APA citation is apparent
<b>Content</b> Is the paper of appropriate length? Is it intellectually rigorous? Does it avoid fluff or filler?	<b>20/20 Exemplary work;</b> Appropriate length and depth with no apparent fluff or filler	<b>16/20 Strong work;</b> Some key content or depth missing, but it's clear how to fix	<b>12/20 Improvement needed;</b> Well under requirements, or needs significant rigor improvement	<b>5/20</b> Paucity of content or rigor
<b>Improvement from draft</b> Has instructor feedback been attended to and substantively addressed?	<b>40/40 Exemplary work;</b> All instructor feedback has been ably addressed, resulting in a stronger paper	<b>32/40 Strong work;</b> Most instructor feedback has been addressed, but perhaps incompletely or in only surface-level ways	<b>24/40 Improvement needed;</b> Some evidence of attention to feedback, but not addressed in any substantive way	<b>5/40</b> No attention to instructor feedback evident.