Course Name/Number:  
FNAR 30X Digital Forensic Photography

Credit Hours to be Awarded for Lecture (*):  
3

Credit Hours to be Awarded for Lab:  
0

Actual hours cadets will spend in lab each week:  
0

Prerequisites (*):  
CRMJ 201 or permission of instructor

Catalog Description: (*)  
The study and application of photographic methods to record material evidence of a crime/accident scene during investigative actions for the purpose of evidence in court in both military and civilian settings. Includes instruction in digital camera operation, crime scene sketching, photographic recordkeeping, and legal testimonial preparation.

Rationale (General Statement):  
This course develops a distinct, attractive skill set for those students headed into a variety of forensic-related fields, while strengthening visual perception aptitudes using an interdisciplinary approach.

Building on the strong FNAR Photography course, Prof. Lugo in CRMJ and Prof. Silverman in FNAR co-taught a Special Topics Forensic Photography course in Fall 2014 with great success to a full class of CRMJ majors. Responding to student demand, Prof. Lugo is currently teaching this course in Spring 2016 (filled with wait list) and will again teach it in Fall 2016.

Designating this as a permanent course would allow it to become a part of the CRMJ major, CRMJ minor, and the Computer Science Department’s new Cybersecurity minor for non-majors, as well as potential inclusion in other CRMJ-related minor programs as per discussion with Dr. Griffin.

Number of full time faculty qualified to teach this course:  
2

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):  
Faculty (Ed Lugo, Tiffany Silverman) or adjuncts as needed

Will the course be offered in the Citadel Graduate College?  
Not at this time but perhaps in the future

Will the course require faculty development or retraining?  
No
Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
Each course will need specific materials but will be covered by special lab fees. An existing partnership with Nikon will facilitate the camera equipment as per the FNAR 306 Photography course.

Estimated budget for these resources:
$75 per student

Explain how the department will meet these budget requirements:
Special lab fees of $75 charged to the students.

Will lab fees be charged?
Yes

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
None

Will the course require additional library databases, books, reference materials, etc.?
No

Your Name:
Tiffany Silverman

Your E-Mail:
silvermant@citadel.edu
FNAR – 250 - 01 (CRN 11248) Forensic Photography Course Syllabus
Capers Hall Rm. 109, Tue. & Thur. 1430 – 1545 hrs.

Professor - Edwin Lugo
Office: Capers Hall 404 (Hrs. available upon request)
Cell: 410-660-9167 (Text Page Only)
Email: elugo@citadel.edu

FNAR Director - T. Silverman
Office: Capers Hall Rm. 121 B
Office Phone: 843-953-6918
Email: silvermant@citadel.edu

Course Description
This course provides the student with the principles of Forensic Photography through the use of crime scene photography techniques. The fundamentals of digital imaging to include a brief overview of 35mm film photography will be examined, thus providing the student with an understanding of the various principles of photography. This course is a combination of lecture and practical crime scene photography exercises. Each student will perform various photographic assignments and their photographs will be reviewed for quality as it pertains to judicial admissibility. Students will be required to supplement their photographs with crime scene sketches and with appropriate legal documentation such as crime scene photography records (logs). Courtroom testimony techniques will be discussed to prepare the student for presentation of their evidence at trial. This course is designed for persons who may be responsible for performing photographic duties at crime scenes, autopsies, and traffic accidents, in both Civilian and Military settings.

While this class focuses on Forensic Photography practices and procedures in the United States, it offers a global perspective and will require incorporating examples from different parts of the world. This course will also obligate the student to prepare and present several Investigative Reports that include samples of the student’s evidentiary photographs. It is anticipated that class participation will culminate with the preparation and application of Subject Matter Testimony given at a Mock Trial at the end of the semester.

ISBN – 0123757290, 9780123757296

Supplemental Readings
Course supplemental readings will be posted on our learning management system CitLearn and announced in class. Readings will be posted at least two weeks prior to the relevant class.

Course Requirements
- Internet connection (DSL, LAN, or cable connection)
- Access to The Citadel learning management system, CitLearn
- One note pad
- One pair of search gloves (light weight synthetic work gloves, you should be able to pick-up small objects)
- One bandana (various functions will explain in class)
- One camera and accessories (Supplied via Lab Cost)
- One flash light (Mag Light)
- One digital storage device / area (USB, Flash drive, HD, ect.)
- One SD Card 4 – 8 GB (will be used with Camera)
Course Structure

- This course is designed to provide a Lecture Based class setting, including face to face and online activities.
- Contact time will be divided in the following way:
  - 90% Face to Face (including Mock Crime Scenes)
  - 10% online (Journal / Report Preparation)

**Online sessions** will be a blend of self-paced and group activities using CitLearn and other Web sites. Activities will consist of online discussion forums, Photo evidence posting, investigative report writing and data warehousing of investigative and crime scene images, notes and reports. Face to face Classes will be held at The Citadel, **Capers Hall Rm. 109 from 1430 hrs. to 1545 Hrs. on Tuesdays and Thursdays.** During the rest of the week you will be required to review and participate within our class forum on CitLearn.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the students’ responsibility to check CitLearn for corrections or updates to the syllabus. Any changes will be clearly noted in in class announcement or through CitLearn.

Course Objectives:

Students will demonstrate the mechanics of digital photography. Each student will complete a photographic log of evidence as mandated by law for potential evidence admission. Students will complete crime scene sketch(es) to supplement their photographs of the scene. After learning the principles of photography, the students will then demonstrate the functional applications of various lighting techniques, depth of field and taking of close-up pictures. Students will demonstrate the law as it applies to introducing photographs into court. Attendees will be able to present appropriate photos of traffic accidents for both civil litigation and criminal prosecution. Students will demonstrate the skills to appropriately testify in a court of law as to their photographic skills and the content of their photographs.

You will meet the objectives listed above through a combination of the following activities in this course:

**Activity:**
- Lecture Participation (At Discretion of Instructor(s))
- Mock Crime Scenes
- Discussion posts and images (online)
- Crime Scene reports (6 X Criminal Investigative Photographic Reports + Sample of Demonstrative Evidence = 7 total Crime Scene Reports)
- Demonstrative Evidence (Presentation / Mock Court Room Testimony)
- Quizzes (5 Total)

Course Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus / Course Communication / Physical Evidence Principles of photography</td>
<td>Chap. 1 &amp; 2 Equipment distribution / tools of the trade - responsibilities</td>
<td>“If it is not of record it didn’t happen.” Investigative Documentation / Your Narrative / CitLearn Introductions and</td>
<td>01/21/16</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topic</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Notes</td>
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<tr>
<td>2</td>
<td>Principles of photography (Shutter, Aperture, Depth of Field)</td>
<td>Starting your Photo log and Journal / Four photos (2 X DOF + 2 X Shutter)</td>
<td>Tue. 01/21/16</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>3</td>
<td>Crime Scene Photography part I / Evidence / Your Photo Log</td>
<td>“Exchange House Case # 1” (two or more Posts)</td>
<td>Case report 01/28/16</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Crime Scene Photography part II / Basics of crime scene sketching</td>
<td>“A picture tells a thousand words” Case # 2 (two or more Posts)</td>
<td>Case report 02/18/16</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>5</td>
<td>Photographic Evidence / Latent Prints</td>
<td>“It’s the little things that count” Case # 3 (two or more Posts)</td>
<td>Case report TBD</td>
<td></td>
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<tr>
<td>6</td>
<td>Legal foundations for photographic evidence</td>
<td>(two or more Posts)</td>
<td>Quiz #3</td>
<td></td>
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<tr>
<td>7</td>
<td>Photographing Firearms and Impression Evidence / Tool Marks</td>
<td>“When you only care to send the very best” Case # 4 (two or more Posts)</td>
<td>Case report TBD</td>
<td></td>
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<tr>
<td>8</td>
<td>Photographing and documenting a Night Time Crime Scene</td>
<td>“Lighting the Way” Case # 5 (two or more Posts)</td>
<td>Case report TBD</td>
<td>Quiz #4</td>
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<tr>
<td>9</td>
<td>Photographing and documenting a violent crime scene</td>
<td>(two or more Posts)</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Digital Imaging</td>
<td>“When the Dead Speak” Case # 6 (two or more Posts)</td>
<td>Case report TBD</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>11</td>
<td>Presenting your case to the Prosecutor / Crime Scene Reconstruction and Testimony</td>
<td>“Preparing your Demonstrative Evidence” Case # 7 Demonstrative Evidence Practicum – Presentations of Photographic Journals</td>
<td>Mock Court Testimony, TBD</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Photographic Evidence / Latent Prints</td>
<td>(two or more Posts)</td>
<td></td>
<td></td>
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**Course Grading Breakdown**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Lecture (Forensic Photography) In Class Participation</td>
</tr>
<tr>
<td>10</td>
<td>Discussion posts (online, Inv. Images)</td>
</tr>
<tr>
<td>40</td>
<td>Photo Reports / Demonstrative Evidence / Testimony / Photo Journal</td>
</tr>
<tr>
<td>40</td>
<td>5 Quizzes</td>
</tr>
<tr>
<td>100</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>
Late Work Policy
Be sure to pay close attention to deadlines—there will be no make-up reports or quizzes, or late work accepted without a serious and compelling reason.

Viewing Grades in CitLearn
Points you receive for graded activities will be posted to the CitLearn Grade Book. Click on the My Grades link on the left navigation to view your points. I will update the online grades each time a grading session has been complete—typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your CitLearn home page under the link to this course. It will be your responsibility to review your status in the class during the entirety of the semester.

Course Policies
Students are expected to attend all lecture classes and participate in all online requirements as listed on the course calendar. Participation in our lectures and online activities is required for success if you expect to attain a superior grade (90 – 100). I expect you to contribute to face to face and online discussions and offer your comments and insights. Sharing your individual perspectives on the complex issues we discuss is essential to making this class an enjoyable experience. In class and online I will often pose questions to the class, asking for reflection on a specific study area or investigative procedure or process. I will take note of the level and quality of your participation throughout the semester. In class and online discussion posts should reflect constructive thought and intellectual honesty. Posts that read, “Hey that’s right” are insufficient. To receive a high grade you will need to enter our Face-to-Face and online classroom motivated and participate actively and consistently throughout the term. This class values diversity and stresses the importance of listening to others with respect. This is especially true in an online environment where we cannot see a facial gesture, smile or nod. Read carefully what you write, review cautiously before you post.

Regarding Investigative Reports, for every day an assignment or project is late, it is reduced by a full letter grade. No incomplete grades will be given in the course except under the most exigent circumstances and those in compliance with The Citadel policies. If, for some reason, you do not complete all course requirements at the conclusion of the semester, you will receive a grade based on the assignments and research completed. All other academic policies of The Citadel will be adhered to as written.

Foods and beverages are strictly prohibited in carpeted multimedia classrooms. Clear water only may be consumed in the classroom. Reading materials, other than those used in the course (i.e., newspapers, magazines, novels, materials for other courses, etc.), are not to be read while the class is in session unless the material touches upon what is being covered in class. Note that we are simulating investigative process and procedure; a spilled drink, careless bump or the contamination of any crime scene or evidence will be taken as seriously as it would in a real-world environment.

ADDITIONAL INFORMATION
For additional information on this course or Citadel academic policies visit the sites listed below. With regard to submitting your work, I expect you will turn in your reports, on time, in the proper Word Docx format. I will expect you to keep an electronic storage device (or emailed back-up) copy of your work in the event something happens to the copy you submit.
In discussion board posts, reply to the specific question or post made by a member of class. Do not wait to the last minute. Unless otherwise noted your on line responses to my question should be posted by 2300 hours on Tuesday of each week.

CLASS ISSUES
Citadel final exam policy - [http://citadel.edu/registrar/exampolicy.shtml](http://citadel.edu/registrar/exampolicy.shtml) at this point your comprehensive Final Exam is scheduled for TBD

ACADEMIC DISHONESTY
The Honor Code: "A Cadet does not lie, cheat or steal nor tolerate those who do."
Cheating consists of offering another person’s work as one’s own, stealing a class examination, or misrepresentation of the independent originality of a work product. That can be in the form of improperly collaborating with others on assignments where an individual independent work product is required, or misrepresenting the independent originality of one’s work (i.e., submitting the same paper twice, etc.).
Plagiarism is a form of dishonesty that consists of representing the writing or ideas or another as your own without providing proper recognition to the originator. Papers which are plagiaristic and/or which paraphrase the original author too closely will not be accepted. If you are unsure about the originality or authorship of an idea, thought, premise, hypothesis, or writing--give the appropriate original author credit through citation, as indicated by the style manual being used.
Neither cheating nor plagiarism in any form will be tolerated. I maintain a zero tolerance policy on matters of academic dishonesty and will pursue disciplinary action to the fullest extent available under Citadel policy, without exception, against any student engaging in any semblance of cheating or plagiarism.
Note: Ethical / Professional integrity required for a career in Law Enforcement is of the utmost importance. If you become a public servant you will be required to take an oath. It is because of this oath that your testimony as an expert may be called for. Any lack of personal or professional integrity will discredit your investigation, your agency and most certainly you. Finally it will be highly probable that unless you maintain the highest level of professional conduct you will be removed from public service.

ACADEMIC ACCOMMODATION
Students who require academic accommodations or support (i.e., disability, tutorial assistance, mentoring, etc.) should contact the Citadel Academic Support Center, Room 107 Thompson Hall (953-5305/ ascenter@citadel.edu). Other support services are also available in the Citadel Writing Center in Thompson Hall. Students requiring academic accommodation on examinations or assignments must provide the professor with official documentation from the Academic Support Center.

OFFICE HOURS: (to be posted at a later date) or by appointment. If it is an emergency or something that cannot wait until the next day or class, you may contact me at elugo@citadel.edu. Cell: 410-660-9167 (emergency text message only) Office is located in Capers Hall Rm. 404, Tuesday and Thursday.
Note: It is possible that changes to the syllabus may occur. Notification of any changes will be provided during class sessions. It is your responsibility to find out if changes have occurred when you miss a class session.
Proposed Political Science Program Changes

The Department of Political Science proposes to make the following changes in its degree program effective with the beginning of AY 2016-2017.

(1) Remove the requirement that Political Science majors take a Departmental Elective as part of their program of study and replace that with a requirement that they take an upper-level non-PSCI course in any of the other Humanities or Social Science listings (Anthropology, Criminal Justice, English, History, Modern Languages, Philosophy, Psychology, or Sociology).

-- The catalog listing would be “Non-PSCI 300-400 Level Humanities/Social Science Elective”

(2) In each of the three Political Science subfields, add FREN 301, GERM 301, and SPAN 301 to the list of acceptable subfield electives (one could be used as a subfield elective, not all three).

-- The catalog listing would be “Modern Language 301 (1)”

**Rationale:** Both of these changes will have the following beneficial effects. They will bring more flexibility to the Political Science degree program and will add a greater interdisciplinary exposure for our students. Additionally, these changes will facilitate the pursuit of a double major in Political Science and a Modern Language for those students wishing to follow that path. Finally, the reduction of the number of Political Science hours required in the program will bring The Citadel’s program more in line with those of comparable colleges and universities.

(3) While the two changes above will impact those elements of the Political Science program within the purview of the Department itself, the final proposed change relates to that part of the program that lies within the Core Curriculum. At the present, and since the Core Curriculum was initially established, Political Science students have been required to meet their Core Curriculum Social Science requirement by taking an acceptable Social Science Core course other than PSCI 102 (American National Government) even though that course is on the short list of acceptable courses (the others are ANTH 202, PSYC 201, and SOCI 201). Inasmuch as Political Science students must already take PSCI 102 as part of their degree program, inasmuch as PSCI 102 is an approved Social Science Core Course, and
inasmuch as the degree program is composed of additional social science courses, it seems reasonable to propose that Political Science students be allowed to count PSCI 102 as meeting their Social Science Core requirement. These three hours would be replaced by adding a seventh general elective to the Political Science program thereby further increasing the flexibility and inter-disciplinary nature of the program.
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
Minor in Education

Credit Hours to be Awarded for Lecture
15 Hours for Minor

Credit Hours to be Awarded for Lab:

Actual hours cadets will spend in lab each week:

Prerequisites
n/a

Catalog Description:
The Zucker Family School of Education would like to begin offering a Minor in Education for undergraduate students. The minor would consist of 15 hours of education courses, including courses in educational foundations, student development, social justice and pedagogy.

Rationale (General Statement):
The Minor in Education may be appropriate for undergraduate students who are interested in volunteering in public schools, teaching in private or nontraditional programs, and/or working in other educational settings, e.g., children’s museums.

While students who pursue the minor will not receive teacher licensure or certification, they will receive a strong foundational background in the field of education. The minor is designed to help undergraduate students gain knowledge of educational history, theories, laws, and policies; become familiar with aspects of student development that may impact learning; think critically about social justice issues in education; and learn differentiated instructional techniques and classroom management strategies for working with diverse learners.

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
How will this course count toward graduation requirements?
General Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Faculty in the Zucker Family School of Education

Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
n/a

Explain how the department will meet these budget requirements:

Will lab fees be charged?

Will the course require additional library databases, books, reference materials, etc.?

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.

Your Name:
Tammy Graham

Your E-Mail:
grahamtl@citadel.edu

Upload Syllabus with Learning Outcomes: See below
Minor in Education
The minor in education is designed to help undergraduate students gain knowledge of educational history, theories, laws, and policies; become familiar with aspects of student development that may impact learning; think critically about social justice issues in education; and learn differentiated instructional techniques and classroom management strategies for working with diverse learners. Students will have the opportunity to complete field experiences in local schools.

While students who pursue the minor will not receive teacher licensure or certification, they will receive a strong foundational background in the field of education.

Potential Students
The minor may be appropriate for undergraduate students who are interested in volunteering in public schools, teaching in private or nontraditional programs, and/or working in other educational settings, e.g., children’s museums.

Requirements
To complete a minor in education, students must take a minimum of 15 credit hours from the approved list of education courses listed below.

Educational Foundations:
Must take both of the following:
- EDUC 101: Education in Modern Society
- EDUC 202: Educational Psychology

Student Development
Choose one of the following:
- EDUC 206: Adolescent Development
- EDUC 307: Child Development

Social Justice
Choose one of the following:
- EDUC 312: Teaching Students with Special Needs
- EDUC 409: Special Topics in Education: Teaching Culturally and Linguistically Diverse Students

Pedagogy
Choose one of the following:
- EDUC 301: Foundations in Literacy
- EDUC 330: Developing Leadership Skills Through Peer Counseling
- EDUC 401: Methods and Materials of Middle of High School Teaching
- EDUC 409: Special Topics in Education: Classroom Assessment
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
Technical Writing & Communication / COMM 260

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
0

Actual hours cadets will spend in lab each week:

Prerequisites
ENGL 102

Catalog Description:
This course develops students’ abilities to research, understand, evaluate, and produce formal, documented projects that demonstrate awareness and mastery of technical and professional writing conventions.

Rationale (General Statement):
This is the new core curriculum ENGL class for STEM majors endorsed by the Core Curriculum Oversight Committee and Academic Board in the 2014-15 academic year. We have developed the draft syllabus in consultation with the School of Engineering and will offer the class to sophomores primarily in Mechanical Engineering on an initial basis in the fall of 2016. We will refine the syllabus in consultation with the School of Engineering and the School of Science and Math in the fall and then offer the class more widely in the spring of 2017.

(Please note that the "How will this course count toward graduation requirements" question below does not allow a correct answer in this case. This course has been authorized as part of the Core but only for STEM majors, not for all majors. We are scheduling three sections for fall 16; we anticipate offering 4 sections in spring 17. Offerings beyond 4 or 5 sections per semester depend upon how widely the course is adopted by the Departments in the School of Science and Math.)

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
No

How will this course count toward graduation requirements?
General Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
Only students with the following major/s and/or minor/s:

* e.g. B.S. in Biology or Minor in Biology

All degree-seeking student in the day program of the School of Engineering will take this class as part of the core sequence in English. Students seeking degrees in the School of Science & Math have been authorized in principle to take the class; whether they do so or not will be determined by each department pending the development and implementation of the class.

Number of full time faculty qualified to teach this course:
1

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.): Alyson Eggleston at first, and then additional faculty and adjuncts as needed. Lauren Rule Maxwell and David Allen will eventually teach sections of this class.

Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
Yes

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
We do not anticipate any extra equipment or computer needs at this time.

Your Name:
David G. Allen

Your E-Mail:
allend@citadel.edu

Upload Syllabus with Learning Outcomes: See Below
COMM 260: TECHNICAL WRITING & COMMUNICATION

CONTACT INFORMATION & OFFICE HOURS
Professor: Dr. Alyson Eggleston
email: alyson.eggleston@citadel.edu
Phone: 953-5141
Office: Capers Hall 128A
Office Hours: M W 11:30-13:30, T Th 11:30-12:45, 16:00-17:15

Class Location: Capers 310
Class Meetings: T Th 8:00-9:15

COURSE DESCRIPTION
This course develops students’ abilities to research, understand, evaluate, and produce formal, documented projects that demonstrate awareness and mastery of technical and professional writing conventions.

TEXTBOOKS
Required

Supplemental

CORE COMPETENCIES
All courses approved for the general education curriculum help students develop critical thinking and communication skills.

This course develops critical thinking through students’ analysis of concepts and the evaluation of evidence to draw logical conclusions. The course develops students’ communication skills by reinforcing an iterative drafting process for all formal projects, thereby reinforcing the necessity of clear, concise, organized communication, adequately supported by well-researched, credible evidence, and expressed in a coherent, synthesized manner.


**Technical Writing**

- Conventions of technical writing
- Audience awareness
- Rhetorical evaluation
- Improvements in style
- Avoiding plagiarism and copyright infringement
- Document Design
- Templates
- Proofing and editing tools

**Assignments & Projects**

- Cover letters, résumés, CVs
- Business letter drafting
- Memos
- Project proposals
- Reports and white papers
- Manuals
- Presentations and posters
- Delivering persuasive presentations

**Management Tools**

- Information management and documentation
- Source management tools
- Team writing tools
- Managing team writing reports
- Research strategies
- Presentation applications
- Creating incident reports
- Procedural and instructional writing

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**PROJECTS**

**Project 1: Professional Communication Portfolio**

Students will create a personal professional communication portfolio that will minimally include a cover letter, résumé, and memo. Completion of this project will demonstrate mastery of document design and templates, awareness of convention, as well as clear, concise prose.

**Project 2: Research Report**

Demonstrating familiarity with IMRAD, scientific writing conventions, as well as attention to consistent formatting and citation style, students will research, draft, and submit a research paper investigating a STEM-related concept or phenomenon that stimulates their intellectual curiosity. All stages of writing and subsequent revisions will be collected as part of Project 2, so as to provide students with a realistic sense of the writing process.

**Project 3: Manuals and Documentation**

Students will collect up to three (3) manuals for a product, device, programming language, or software application of their choice. Using these manuals as case studies, students will evaluate the organization, consistency, and end-user feasibility of the selected manual(s). Students’ evaluations will demonstrate familiarity with typical sectional information (e.g., headings, table of contents, lists of tables and figures, appendices, etc.) and obligatory product or process specifications.

**Project 4: Co-authored Presentations**
In addition to being the ultimate SME (Subject Matter Expert), engineers and scientists are often responsible for communicating to a non-expert target audience regarding a product or process. This requires adept audience awareness, concise and technical explanations, as well as strategic organization and persuasive presentation skills. Gaining experience and demonstrating their strengths within a collaborative project environment, small groups of students will design and present posters and/or presentations on a product or process of their choice. It is suggested that students with similar disciplinary interests form groups together.

**Evaluation Criteria**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Professional Communication Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Project 2: Research Report</td>
<td>20%</td>
</tr>
<tr>
<td>Project 3: Manuals and Documentation</td>
<td>20%</td>
</tr>
<tr>
<td>Project 4: Co-authored Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes &amp; Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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</tbody>
</table>

Each of your projects will be subject to rubric-based assessment as well as developmental assessment. The rubric-based assessment (modified when necessary), will determine the quantitative score you receive on each assignment, however the developmental assessment will provide qualitative feedback on your performance, including a summary of developing strengths, weaknesses, and actionable items to ensure continued improvement. Quizzes & Homework will consist of forced-choice response types and be evaluated quantitatively. The final exam will consist of forced-choice response types, short answer, and essay formats. Forced-choice response types and short answers will be evaluated quantitatively, while essay responses will be subject to rubric-based assessment.

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-59</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

Missed or late work resulting from unexcused absences will not be graded and will be treated as a ‘0’ in the CitLearn gradebook.

**Attendance**
You are expected to attend each class meeting and are responsible for all content presented in person or posted on CitLearn regardless of attendance. Provide documentation for an expected leave of absence prior to taking leave. Unexpected absences should also be reported with supporting documentation excusing the absence. Unexcused absences are not acceptable. Attendance is taken daily using an app and data backed up on Dropbox. In addition, these reports will be updated on CAS (Cadet Accountability System) for each class-meeting day. In accordance with college policy, missing more than 20% of scheduled classes may result in an ‘F,’ which will appear on transcripts as a ‘U.’ Class is your duty.

**PARTICIPATION**

Be attentive, prepared, showing respect for yourself and others. Present yourself professionally and maintain decorum at all times. Participate in class, answer questions, and work productively with your classmates when instructed to do so. Failure in any of these areas may result in my contacting your TAC, Academic Advisor, and/or result in an ability to receive full credit for classwork or homework.

**PLAGIARISM**

Plagiarism can be defined as taking someone else’s work, ideas, phrasing, sentence structure, and not giving due credit to that person for their contribution to our collective knowledge and understanding. It’s a form of stealing and it constitutes a violation of the cadet honor code. The writing you do in this course must be your work, your voice, and reflect your growth as a scholar and technical writer. While your work will consist of, primarily, your words, it is appropriate in those assignments that request it, to incorporate the words and ideas of others in support of your own analyses – but when you do so, you will cite your sources using a field appropriate citation style. If you have any questions regarding proper documentation of sources or use of someone else’s ideas, consult me.

**ACCOMMODATION OF SPECIAL NEEDS**

If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved and you already have your accommodation letter, please make an appointment as soon as possible to see me during office hours.

**ACADEMIC SUPPORT CENTER**

If you find yourself struggling at any time with the course content or with your own writing, do not hesitate to make an appointment (walk-ins also welcome) with the Academic Support Center, located in 117 Thompson Hall. To schedule an appointment, please email ascener@citadel.edu or call 843-953-5305. website: [https://www.citadel.edu/root/asc](https://www.citadel.edu/root/asc)

**WEATHER & CAMPUS EMERGENCIES**

In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway (or CitLearn).

If you have not yet updated your contact information, or set up course notifications within CitLearn, you should do so immediately.
CONTINUITY OF INSTRUCTION
During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and CitLearn. In the event of such an emergency, check your Citadel email account CitLearn course announcements for instructions.

FINAL EXAM POLICY
A comprehensive final exam will be administered at the designated time for this course. There are no make-up final exams. Failure to attend the final exam will result in a ‘0’ for that portion of your cumulative grade (15%).

SCHEDULE

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Content</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug 25</td>
<td>Syllabus; Diagnostic activity.</td>
<td></td>
</tr>
<tr>
<td>Week 2: Aug 30, Sep 1</td>
<td>Sheehan, Ch. 5 Letters, Memos and Email; Laplante, Ch. 5 Business Communication. Sheehan, Ch. 11 Starting Your Career. <em>Quiz 1.</em></td>
<td></td>
</tr>
<tr>
<td>Week 3: Sep 6, 8</td>
<td>Laplante, Ch. 9-9.2 Writing for E-Media; Laplante, Ch. 1 The Nature of Technical Writing (1-10); Peer Review, Project 1.</td>
<td><em>Project 1: Professional Communication Portfolio, due on CitLearn Friday, Sep 9.</em></td>
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<tr>
<td>Week 4: Sep 13, 15</td>
<td>Laplante Ch. 2-3 Technical Writing and the Writing Process; <em>Quiz 2.</em></td>
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<td>Week 5: Sep 20, 22</td>
<td>Sheehan, Ch. 14 Researching in Technical Workplaces; Sheehan, Ch. 15 Organization and Drafting; <em>Quiz 3.</em></td>
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<tr>
<td>Week 6: Sep 27, 29</td>
<td>Sheehan, Ch. 16 Using Plain and Persuasive Style; Sheehan, Ch. 17 Designing Documents and Interfaces. <em>Quiz 4.</em></td>
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<tr>
<td>Week 7: Oct 4, 6</td>
<td>Peer Review, Project 2; Laplante, Ch. 6 Technical Reporting. <em>Quiz 5.</em></td>
<td><em>Project 2: Research Report, due on CitLearn Friday, Oct 7.</em></td>
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<tr>
<td>Week 8: Oct 11, 13</td>
<td>Sheehan, Ch. 5 Managing Ethical Challenges; Sheehan, Ch. 18 Creating and Using Graphics. <em>Quiz 6.</em></td>
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<tr>
<td>Week 9: Oct 18, 20</td>
<td>Sheehan, Ch. 6 Technical Descriptions and Specifications; Sheehan, Ch. 7 Instructions and Documentation. <em>Quiz 7.</em></td>
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<tr>
<td>Week 10: Oct 25, 27</td>
<td>Sheehan, Ch. 8 Proposals; Sheehan Ch. 9 Activity Reports. <em>Quiz 8.</em></td>
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<tr>
<td>Week 11: Nov 1, 3</td>
<td>Peer review, Project 3; Laplante, Ch. 10 Writing with Collaborators.</td>
<td><em>Project 3: Manuals &amp; Documentation, due on</em></td>
</tr>
<tr>
<td>Week 12: Nov 8, 10</td>
<td>Sheehan, Ch. 3 Working in Teams; Sheehan, Ch. 20 Preparing and Giving Presentations. Quiz 9.</td>
<td>CitLearn Friday, Nov 4.</td>
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<td><strong>Fall Break</strong></td>
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<td><strong>Fall Break</strong></td>
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<tr>
<td>Week 14: Nov 29, Dec 1</td>
<td>Group presentations.</td>
<td>Project 4: Co-authored Presentations, due on CitLearn Friday, Dec 2.</td>
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<tr>
<td>Week 15: Dec 6</td>
<td>Wrap-up, Final Exam review.</td>
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