

English 3330W: Introduction to Technical Writing

Spring 2018, CRN 21098. Tuesday/Thursday. 3:30 p.m. – 4:50 p.m. (3 Credit Hours)

Prerequisites: ENGL 1301 & 1302.

Instructor Dr. Craig Plunges

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Office Evans Complex (EVC), Room 209

Office Hours

- Tuesday and Thursday 1-2 pm
- Tuesday 5-6 pm
- By appointment

Classroom Evans Complex (EVC) 360

Textbook *Technical Communication, 11th edition*, by Mike Markel. ISBN: 9781457673375

Recommended Texts:

2. A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.

3. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton & Company, 2014.

Course Goals This course is an introduction to the theory and practice of technical and professional communication. Throughout the semester, you will work to accomplish these goals:

- Analyze a rhetorical situation and craft the appropriate documentation to meet its constraints.
- Identify the elements of effective technical writing style and apply these elements to a variety of professional documents.
- Design documents that are usable and visually engaging.
- Create, edit, and revise prose to produce professional, polished documents.
- Produce documents as a member of a team.

This course meets the requirements for the Food Science and Nutrition Knowledge Requirements for Dietetics #2.1: opportunities to develop communication skills necessary for entry into pre-professional practice.

Course Your grade for this course will be determined according to the following:

Evaluation	Major Documents (4)	40%
	Formal Project	35%
	Participation	15%
	Job-Correspondence Portfolio	10%

Schedule of Readings and Assignments

The following schedule contains readings, assignments, and in-class activities for the semester. Readings will be listed as homework for the next class meeting. Please complete all assigned readings and exercises for a given date **before** you come to class. **This schedule is subject to change** throughout the semester; please keep up with in-class activities and announcements.

***NOTE: The syllabus/course schedule is tentative and subject to change.**

Abbreviations: TC = Technical Communication (Text Book)

Date	Topic	Class Activities	Readings / Hmwk
WEEK 1 January 18	Introduction to English 3330; The memo format	The Declaration of Independence as a Memo	<i>Late registration open</i>
WEEK 2 January 23	State your Business: communicating concisely and directly	PAR Statements (Problem, Action, Response) and Memos (Summary, Discussion, Recommendation)	HMWK: Write three PAR statements to share in class
January 25	Introduction to Correspondence		
WEEK 3 January 30	Formal Correspondence	In class: Students work in groups of 2-3 to complete exercise one (ch. 14, p. 383)	HMWK: Familiarize yourself with the email and memo templates in TC, ch. 14
February 1	Correspondence: Inquiry Letters	In class: Students brainstorm with the instructor to collaboratively produce a formal inquiry letter.	HMWK: Read Ch. 14, p. 359-371
WEEK 4 February 6	Correspondence: Claim Letters	In class: Major Document 1 (MD 1) distributed.	HMWK: Complete MD 1, part 1 Part 1 of Major Document (MD) 1 is due in class on February 13th, printed out on paper . You should also upload a copy to Blackboard
February 8	Correspondence: Good and Bad News Adjustment Letters	In class: Half of the students (in pairs) respond to exercise one with a good news response, half with a bad news response.	
February 13	**MAJOR DOCUMENT 1, PT.1, DUE IN CLASS**		
WEEK 5 February 15	**MAJOR DOCUMENT 1 (pt2) DISTRIBUTED**	In class: Begin working on MD 1, pt. 2. If possible, get feedback on your draft from your classmate(s).	HMWK: Complete MD 1, part 2 Part 2 of MD 1 is due in class on Monday, February 20th , printed out on paper and uploaded to Blackboard

WEEK 6 February 20 February 22	Developing Verbal and Visual Information **MAJOR DOCUMENT 1, PT.2, DUE** Varieties of Evidence; Emphasizing important information **Introduction to Formal Project**	In class: What makes a document <i>persuasive</i> ? Document analysis activity in groups (p. 181) In class: Parallel Structures—in groups, students write directives of a complex task, such as cooking a difficult recipe, changing the oil, etc.	HMWK: Ch. 8, p. 171-180; Ch. 9, p. 193-203 HMWK: Ch. 9, p. 204-212
WEEK 7 February 27 March 1	Paragraphs and Transitions Designing Print and Online Documents; Revising Documents and Adding Graphics **MAJOR DOCUMENT 2 DISTRIBUTED**	In class: Practice using transitional words and phrases In class: 1) Discussion of Design Principles (Proximity, Alignment, Repetition, Contrast). 2) Begin to revise the text and explain the logic behind the changes you are making.	HMWK: Ch.9, exercise 5. Be ready to go over it in Wednesday's class. Read Ch. 11, p. 249-256 HMWK: Ch. 11, p. 257-275 HMWK: Begin MD 2. Revise text and complete the first part
WEEK 8 March 6 March 8	Design: Filtering and Grids MD 2, part 1, DUE (in class, printed out on paper and uploaded to Blackboard) Workshop: MD 2	In class: Peer review of MD 2, part 1. In class: Continue working on MD 2	HMWK: Begin MD 2, part 2 HMWK: Complete MD 2 , due in class on Monday, March 20th .
WEEK 9 WEEK 10 March 20 March 22	**SPRING BREAK** Workshop: Creating Charts and Tables in MS Word; MD 2 DUE Workshop: Creating Line Graphs in MS Word; Presenting Photos and Other Works of Art Effectively **MAJOR DOCUMENT 3 DISTRIBUTED**	In class: Demo and Group Practice In class: Wikipedia for Art Works, Gallery self-presentation.	HMWK: Ch. 12, p. 310-321 HMWK: Ch. 12, p. 322-335; Ch. 16, p. 420-430; Look over 436-442 to get an idea of what a formal proposal looks like.

WEEK 11			
March 27	Writing Proposals	In class: Elements of a formal proposal. Read as a class, “An Example of How the Proposal and Formal Project Work Together.”	HMWK: Write a short (60 second) pitch for your formal project (e.g. What’s your topic? Who is your audience? What will be the result of your project for your intended audience?)
March 29	Pitch Session for Formal Project	In class: Students have 60 seconds to pitch their proposals to the class	HMWK: Write your introduction and description of problem for MD 3 and bring three paper copies to class for peer review.
WEEK 12			
April 3	Peer Review Session: MD 3	In class: Students review each other’s work (guidelines for feedback will be handed out)	HMWK: Read Ch. 6, p. 115-119. Begin incorporating peer review feedback to MD 3.
April 5	Researching your topic, completing your proposal	In class: Discussion of research methods; Q&A In class: What problems did you encounter with MD 3?	HMWK: Complete MD 3 for Monday, April 10th
WEEK 13			
April 10	Evaluating and Testing Documents; MD 3 DUE	In class: Group work—exercise 1, p. 356	HMWK: Ch. 13, p. 341-353
April 12	Writing Descriptions; Writing Instructions	In class: Ch. 20, p. 548-551; What are the characteristics of effective instructions?	HMWK: Ch. 20, 534-551; Ch. 20, p. 551-564
WEEK 14			
April 17	Creating Job Materials (Resume, CV, Cover Letters, etc.); **MAJOR DOCUMENT 4 DISTRIBUTED**	In class: Dynamic Self-Presentation: Do you have a good headshot? **Job Correspondence Portfolio guidelines distributed**	HMWK: Ch. 15, p. 386-396; Set up a LinkedIn account
April 19	Job Materials, continued: Managing your Online Presence; Job Materials: Writing your Resume **MAJOR DOCUMENT 4 DUE**	In class: Workshop—LinkedIn; Produce a resume outline / draft	HMWK: Complete your LinkedIn Profile. Be ready to share with the class!; Bring a complete draft of your resume to class on Monday. Bring a laptop too, if possible.

WEEK 15			
April 24	Job Materials: The Cover Letter	In class: Find a job you'd like on Indeed.com, LinkedIn, or similar site, and begin drafting a cover letter for it.	HMWK: Complete your cover letter and continue working on Job Correspondence Portfolio
April 26	Workshop: Job Correspondence Portfolio and Peer Review	In class: Structured work time; Peer Review (guidelines distributed)	HMWK: Complete Job Correspondence Portfolio. DUE in class on Monday, May 1st.
WEEK 16			
May 1	Workshop: FP; Job Correspondence Portfolio Due	In class: Bring laptops, tablets, etc., to work on MD 4	
May 3	In conclusion...		
Finals week May 7-11	**FORMAL PROJECT DUE MAY 6TH BY MIDNIGHT** Upload to Blackboard		

Grades will be posted by Monday, May 14, 12:00 p.m.

Grading Standards

I assign grades on a 100-point scale, which corresponds with the University's letter grades as follows:

Quality of Work	Score	Grade
Excellent work – exceeds all requirements with minimal or no errors. In the workplace, your supervisor would be impressed and would pass the document along to others, as is. A customer would use the document successfully and with ease.	90 – 100	A
Very-good/good work – exceeds/meets most requirements with few significant errors. In the workplace, your supervisor would appreciate your work, but would want you to revise it before passing it along. A customer may notice simple mistakes and draw conclusions about the quality of your company.	80 – 89	B
Fair/adequate work – meets most/some requirements, but with fundamental errors. In the workplace, your supervisor would be disappointed with the document and would want it revised significantly before passing it along. In addition, the supervisor could begin to doubt your ability to complete similar assignments successfully. A customer might wonder whether your company deserves her/his business.	70 – 79	C
Flawed work – meets few requirements; has excessive errors. In the workplace, your supervisor would have another employee re-do the document. A customer would likely abandon the document and resent your company for wasting her/his time.	60 – 69	D
Does not meet the assignment's requirements. In the workplace, your supervisor would assume that you don't care about your job. A customer would withdraw business, find your company's replacement, and/or ask to work with a different representative from your company.	0 – 59	F

Policies

Please read these policies carefully and keep them in mind as you complete this course.

Attendance

- Attend class regularly. If you miss class, you are responsible for the assignments and topics that we cover; accordingly, find a buddy in this class and exchange contact information so that you can stay up to date if you are absent. I'm happy to answer questions after you've spoken with your classmates about what you missed.
- Consider your schedule; regular attendance is essential to do well in this course. If you miss 3 or more class meetings, you will lose 20 points from your participation grade per additional absence (starting with the third absence). This policy applies to all students—including those involved in extracurricular activities.
- Plan for travel dates. Students traveling for extracurricular events are responsible for staying up to date and completing assignments on time. Unless I state otherwise in writing, assignments that fall on a student's travel dates are due as scheduled; additionally, students should return from travel having completed scheduled readings and exercises.
- Participate! In addition to attending class regularly, you are responsible for making thoughtful contributions to discussions and in-class activities.
- Respect your classmates. We are engaged in higher education, so come to class ready to learn from your classmates and me. Treat us respectfully and

professionally; we will extend the same courtesies to you.

**Mobile Phones
& Devices**

- Before class starts, kindly turn off your mobile phone or put it in “do not disturb” mode; more importantly, put it away with other personal devices (headphones, Bluetooth headsets, iPods, etc.). If you use your phone/device during class, then I will mark you absent. Deductions from your participation grade will be made regardless of why you’re marked absent.
- If you have an unusual situation that requires your being accessible by phone (e.g., ill child or significant other), then please notify me of the situation before class starts and choose a seat near the door. If you must leave the room to take an emergency call, discretely leave the room and re-enter when you’ll make minimal disruption to the class. If you have an ongoing emergency or work situation that requires your regularly receiving calls during class, then you will want to choose a section of this course that better fits with your personal schedule.
- In keeping with University Policy, I must issue a grade of zero to any student who uses or displays a mobile phone (or other personal electronic device) during an exam—even if the device is turned off.
- In the event of a campus emergency, I am the designated contact for our classroom. I will receive a call and text message from campus authorities with relevant information.

Assignments

- Complete scheduled readings and daily assignments before coming to class, and arrive prepared to talk about the readings.
- Submit assignments on time. Each assignment will have a specific date and time by which you must complete it. If, for any reason, I don’t have your assignment by the specified time, then your assignment is late. Late assignments will lose 10 points per class-day late. If you must turn in an assignment late, please submit your document (in person) after class or during scheduled office hours.
- When preparing hard copies of assignments, use a laser printer. This class focuses on professional writing, and ink-jet printers are not acceptable for professional-quality documentation.
- Follow assignment guidelines closely. Any assignment not prepared according to my instructions in format, organization, style, or content could receive a grade of *F*.

**Academic
Honesty**

- Students at SHSU are expected to engage in all academic pursuits in a manner that is beyond reproach, so you are expected to maintain complete honesty and integrity in all academic experiences—both in and out of our classroom.
- Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work, plagiarism, collusion, or the abuse of resource materials.
- Students who submit plagiarized work for my review will receive a zero for the assignment—even if only a portion of the document violates academic honesty standards. A second offense will result in an *F* for the course.

Student Disabilities	<p>SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the Office of Services for Students with Disabilities, located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). I also encourage you to talk with me about how I can best help you. All disclosures of disabilities will remain strictly confidential.</p> <p>Note: I can make accommodations only after you've registered with Services for Students with Disabilities and I've received relevant paperwork from that office. For more information about registering for these services see: http://www.shsu.edu/dept/disability/procedures-to-request-services.html</p>
Religious Holy Days	<p>Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.</p>
Classroom Visitors	<p>Only registered students may come into our classroom. Student visitations or audits are not permitted.</p>
Overview of Activities	<p>Throughout the semester, you will complete a variety of assignments—both in and out of the classroom. I will provide detailed assignment sheets, supporting documents, and due times/dates. These documents will also be available via our course's online companion site.</p> <p>Note: The prerequisites for this course are ENGL 1301 and 1302; accordingly, you must have full understanding of basic grammar and writing mechanics before taking this course. Students who lack proficiency in basic grammar and writing mechanics cannot expect to pass this course.</p>
Readings from Your Text	<p>All students must obtain a copy of the textbook by the first day of class. Your textbook offers a wealth of information regarding theories, genres, methods, and real-world applications of technical writing. I will assign readings that supplement the activities and deliverables for this course. Our assignments and class discussions will rely on your having already read assigned chapters before you get to class.</p>
Exercises	<p>I will assign exercises from your text and provide handouts in class to engage you in the theory and practice of creating effective documents. All exercises should be typed, printed with a laser printer, and brought to class on their due dates. I might collect exercises as part of your participation grade.</p>
Workshops	<p>Workshops afford opportunities for experimenting with documentation techniques, collaborating with teammates, providing/receiving feedback, and applying principles covered in our readings and discussions. Throughout the semester, we will have several workshop sessions, and your attendance and participation are required for all of them. I will provide specific instructions for completing each workshop.</p>

Peer Review	Peer review, whether in class or online, can help you hone your documents and focus ideas as you work closer towards a final draft. I will help you identify and practice constructive peer-review techniques, and I will give you notice of dates on which we will conduct peer-review sessions.
Correspondence	E-mail is a part of our daily lives—whether at home, school, or work. This key genre in technical writing must be used effectively, and you will have many instances to practice your daily writing skills via e-mail. Because we are in a technical-writing course, every e-mail that you send to clients, your classmates, or me must demonstrate what you are learning in this advanced writing course. We will focus on principles of effective correspondence early in the semester, and you will practice these principles for the remainder of your professional life.
Assignment Drafts	You will produce drafts and/or mockups of your major documents and the formal project. Drafts are integral to producing effective, professional documents, and they allow me opportunities for helping you improve your documents before you submit them for my final review.
Major Documents	<p>You will complete a series of major documents, which will allow you to practice working with the following:</p> <ul style="list-style-type: none"> • Correspondence • Technical-writing style and document design • Proposals • Instructions • Job correspondence
Formal Project	Your formal project is a medium-to-large technical document that allows you to apply the principles learned from all major documents. I will provide a detailed description of the formal project early in the semester, so you will have opportunities to plan and workshop your ideas.
Instructor Evaluations	Toward the end of the semester, students will have the opportunity to evaluate this course and its instructor. These evaluations allow students to rate the efficacy of the instructional methods as well as their perceptions of the course in general. Any information provided by students is anonymous, and instructors do not receive students' evaluations until the following semester.

