English 3330W: Introduction to Technical Writing

Spring 2018, Section 32 (23924). On site. (3 Credit Hours)
Prerequisites: ENGL 1301 & 1302.

Instructor	Ms. Barbara Miles
E-mail	eng_bem@shsu.edu
Office	Evans Complex (EV) #411
Phone	936-294-4106
Office Hours	Onsite (Main campus only): by appt. 12:20-1:00 T or TH; virtual office check in-Mon. and Wed. 9:00-10:00 a.m.
Classroom	EV #360 (Evans Lab)

Textbook   *Technical Communication, 12th edition*, by Mike Markel

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

- Create, edit, and revise prose to produce professional, polished documents.
- Learn to analyze a rhetorical situation and craft the appropriate documentation to meet its needs.
- Design documents to be visually engaging and usable.
- Search for and report information.
- Learn the elements of effective technical writing style and incorporate these elements into a variety of professional documents.
- Work and write as a member of a team.

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

Major Documents (4)   50%
Formal Project   25%
Discussion Posts (5)-Readings   15%
Assignments 1&2; Activities 1&2   5%
Team Discussion   5%

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.	90 – 100	**A**
Very-good/good work – exceeds/meets most requirements with few significant errors.	80 – 89	**B**
Fair/adequate work – meets most/some requirements, but with fundamental errors.	70 – 79	**C**
Flawed work – meets few requirements; has excessive errors.	60 – 69	**D**
Does not meet the assignment's requirements.	0 – 59	**F**

Policies

Please keep the following policies in mind as you compete this course:

Attendance

- Keep up with online obligations and assignments. You cannot perform well in this course unless you contribute to online activities and complete all assignments. While you are not physically present, your attendance will be evaluated based on your online presence in class and team discussions and activities, as well as your timely submission of assignments.
- Participate! You are responsible for making thoughtful contributions to your blogs, discussion postings, and other class activities. Simply logging on every day or posting something when prompted does not guarantee a good grade.
- Respect your classmates. We are in a learning environment, so please keep an open mind to learning from me as well as your classmates. Treat us respectfully and professionally; we will extend the same courtesies to you.

Assignments

- Make sure that you're proficient with writing grammatically correct prose. This course does not focus on principles of basic grammar and punctuation. If you need improvement in this area, please seek help outside of class at the SHSU Writing Center or consult a handbook or https://owl.english.purdue.edu/owl/.
- Complete scheduled readings and daily assignments before participating in activities, and be prepared to offer developed discussion of readings
- Turn in your assignments on time. Each assignment will have a specific date and time by which you must complete it. For discussions, blogs, or other postings that rely on timely participation, I will not award points for late work. Other assignments (such as Major Documents or the Formal Project) will lose 10 points per day late. Remember also that others cannot complete their response portion to your assignment if you wait and submit it at the last minute
- Follow assignment guidelines closely. Any assignment not prepared according to my instructions in format, organization, style, or content will receive a deduction of points and could receive a grade of **F.**
- Understandably, your progress in this course is of concern to you whether you are a sophomore or a graduating senior. I will treat the evaluation time for submitted assignments equally and practice best efforts in providing feedback and posting grades. If you use the correct Bb space designated for assignment submission, it will not be necessary for you to notify me that you have done so or to inquire about the assignment grade prior to an announcement from me about posted grades
- As a student who has elected to enroll in an online section of this course, I am assuming that you are familiar with technology in general and Bb specifically. If you experience technical difficulties and/or have questions about Bb navigation, please contact SHSU Online.

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. Remember, just because it is available on the internet does not mean it is yours for the taking; this practice can lead to plagiarism and copyright infringement, both of which are unethical and illegal

Student Disabilities	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 will need you to provide me with a copy of approved accommodations before I can assist your specific needs. All disclosures of disabilities will remain strictly confidential.

Note: I can make accommodations only after you've registered with the Services for Students with Disabilities. For a complete listing of the university policy, see: http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf

Visitors in the Classroom (this policy applies to onsite sections only)
Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. Visitors who are not registered students will be allowed to remain in the classroom at the discretion of the instructor. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

Religious Holy Days	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.

Overview of Activities

Throughout the semester, you will complete a variety of assignments. I will provide detailed assignment sheets, supporting documents, and due times/dates within our course's Modules section.

The prerequisites for this course are ENGL 1301 and 1302; accordingly, you must have full understanding of basic grammar and writing mechanics. Students who lack proficiency in basic grammar and writing mechanics cannot expect to pass this course.

Readings from Your Text	All students must obtain a copy of the textbook. Your textbook offers a wealth of information regarding theories, genres, methods, and real-world applications of technical writing. I will assign weekly 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 complete any activities.
Exercises	I will assign exercises from your text that engage you in the theory and practice of creating effective documents.
Workshops	Workshops provide you opportunities for experimenting with documentation techniques, collaborating with teammates, providing feedback, and applying principles covered in our readings and discussions. Throughout the semester, we will have several workshop sessions, and participation is required for all of them.

Peer Review	Peer review 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.
Correspondence	Correspondence, whether through e-mail, blogs, or discussion postings, is a part of our daily lives—at home, school, and work. Because we are in a technical-writing course, every e-mail that you send to your classmates or me must demonstrate what you are learning in this advanced writing course. Similarly, postings in discussion boards or blogs must conform to accepted standards of professional writing. We will focus on principles of effective correspondence early in the semester, and you will practice these principles during this course and 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	You will complete a series of major documents, which will allow you to practice working with the following: • Correspondence • Technical-writing style and document design • Proposals • Instructions • Completion reports
Formal Project	Your formal project is a medium-to-large technical document that allows you to apply the principles learned from all of the major documents. I will provide a detailed description of the formal project prior to .
Instructor Evaluations	Toward the end of the semester, all 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.

Schedule of Readings and Assignments

The following schedule provides an overview of the topics that we'll cover and the general pace for readings/assignments. As our course will be organized by Learning Modules in Blackboard, full assignment details and dates will be provided within each module. Please note that all dates are approximate and subject to change. **Unless otherwise notified, all assignments are due by 9 p.m. on the date in parentheses in the activities column.**

Dates	Topic	Chapter Readings in Markel	Activities
WK 1-Jan. 18-22	Welcome!	1 & 3 and Bb intro	Introduction to the Course
WK 2-Jan. 25-Feb. 1 (Feb. 1 is the 12th class day-last day to receive a Q and 100% refund)	Correspondence	14	Discussion Board Post over Readings #1 (Jan. 27-9 p.m.) Team Introductions posted to team discussion space (Jan. 28-9 p.m.) Analysis memo (Feb.1-9 p.m.)

WK 3-Feb. 1-8	Writing Collaboratively	4 & 17	Discussion Board Post over Readings #2 (Feb. 4-9 p.m.) Discussion of Team POC guidelines and creation of Team Charters (this discussion must appear by Feb. 6-9 p.m. and charter must be posted by Feb. 8-9 p.m.)
WK 4-5+: Feb 8-21	Audience Awareness	5	Discussion Board Post over Readings #3 (Feb. 10-9 p.m.) Team Discussion for MD-1 pt 1 (must appear in designated team discussion space with all team members participating) (Feb. 11-9 p.m.) Team Writing for MD-1pt 1-must be submitted before MD-1 pt 2 opens (Feb. 13-9 p.m.) Team Discussion for MD-1 pt 2 (must appear in designated team discussion space with all team members participating) (Feb. 15-9 p.m.) Team Writing for MD-1 pt 2 (Feb. 18-9 p.m.)
	Style	9-10	Style video (completion of CH 10 exercises is not required) Markel Exercise-comments must appear in designated team discussion space with all members participating) Feb 21-9 p.m.
WK 6-7: Feb 22-Mar 10	Document Design	11&12	Discussion Board Post over Readings #4 (A new MD-2 assignment will be posted once it is approved) Peer Review of MD-2 from all team members MD-2 (Mar. 8-9 p.m.)
WK 8: Mar 12-16 (instructor unavailable March 11-20)			Spring Break
WK 9: Mar 20-27	Proposals	16	Discussion Board Post over Readings #5 (Mar. 20-9 p.m.) Team Discussion for MD-3 (must appear in designated team discussion space with all team members participating) (Mar. 22-9 p.m.)

			Major Document 3 (Mar. 27-9 p.m.)
WK 10: Mar 27-Apr 5	Instructions	20	Team Discussions for MD-4 (must appear in designated team discussion space with all team members participating) Major Document 4 (Apr. 5-9 p.m.)
WK 11: Apr. 7-21 (Apr. 16th-4 p.m. last day to drop a course and receive a Q) **Semester grades Due May 14th by noon**	Formal Project	20	Formal Project due without exception no later than 9 p.m. on Apr. 21