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Spring 2022

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ENG 3005-001 Technical Communication

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Eastern Illinois University

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English 3005-001: Technical Communication

Spring 2022 | 3 Credit Hours

Course Primary Location: Coleman Hall 3210 (Lab)

Course Secondary Location: 3130 (Classroom)

Course Meeting Times: TR 9:30 AM-10:45 AM

Instructor:

Shelly Spear (she/her) | **Office:** Coleman 3745

Office Hours: Tuesdays and Thursdays 11:00 AM - 12:00 PM

Wednesdays 12:00 PM - 2:00 PM

Required Textbooks (Available at Textbook Rental Services)

TC—Technical Communication (Thirteenth Edition) Markel & Selber

RG—Rhetorical Grammar (Eighth Edition) Kolln & Gray

HTB—Handbook of Technical Writing—Alred, Brusaw, and Oliu

Required Textbook (Available Online)

TW—Technical Writing DeSilva et al.

Link to this open-access resource: <https://openoregon.pressbooks.pub/technicalwriting/>

Other Texts/Readings

D2L— Some handouts/readings will be made available to you in D2L

TBA—Some readings have yet to be determined, but I will make the specific reading assignments available to you in a timely manner.

Course Description

Instruction and practice in technical communication and creating documents used in professional settings. Focus on communicating complex information to specialized and non-specialized audiences. Students will complete case-based and/or client-based projects in multiple genres and media. Course will also address online communication, ethical communication, document design, intercultural/global communication, collaboration, accessibility issues, and oral presentation.

Course Objectives

1. Articulate the value of technical communication in organizational settings and the responsibilities of professional communicators to communicate clearly and concisely to satisfy an audience's need for information (WR)
2. Adapt common genres of technical communication (proposals, progress reports, reports, instructions, presentations, etc) to specific audiences, purposes, media, and contexts—including global contexts (CT/WR/SL/RC)
3. Critically read and analyze information addressed to readers of differing technical levels (CT/WR 5–7/QR 3–4)
4. Implement principles of effective document design (using basic and advanced features of computer software) to create professional, easy-to-use projects, including quantitative displays of information (QR 5–6)
5. Use effective collaborative strategies to create a positive work environment and high-quality projects
6. Demonstrate college- and professional-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading (WR)
7. Demonstrate awareness of your own ability to successfully approach, adapt to, and complete new (previously untried) communication situations (RC-4)

A Note on D2L in This Course

Though this class meets face-to-face, we will use D2L regularly as a hub for information and communication, a place where you can access the weekly detailed schedule (and any changes to that schedule), a location for assignment submissions, and much more.

Resultingly, if you are not yet familiar with D2L, I encourage you to set aside time this week to get to know this software. You should also plan to check in on our course page in D2L regularly throughout the week for the duration of the semester.

Below are the notifications you should enable immediately for this course (most provide the option for email notifications, some for SMS text message notifications). The required list of notifications will be the reminders that will enable you to avoid missing assignment due dates for the course, will ensure that you view feedback for essays once they are graded, and should generally keep you updated about any changes to the course and/or course schedule:

Required:

Content: 1) content item created; 2) content item updated

Dropbox: 1) assignment feedback released; 2) assignment feedback updated; 3) Dropbox folder due date or end date is 2 days away

Grades: grade item released

News: new item available

Suggested:

News: item updated

Grades: grade item updated

Do not rely on your phone to access D2L—you will miss important notifications and other significant information.

Technology Needs

Because this is a writing-intensive course with a heavy focus on document design in various genres and in diverse media, there are specific technology needs. Without access to these, it will be very difficult to pass the course:

- You will need easy and consistent access to a computer or laptop that has a reliable internet connection (among many other things, this will allow you to access D2L regularly, work on assignments outside of class, and keep your commitments to your group members during group projects).
- You will need Microsoft 365—you have access to this software via your Panthermail account.
- Software to open and view PDF's (Adobe, Preview, etc.).
- An email account (this can be your EIU email address or a personal account—it is your choice) so that you can use Google Drive and Hangouts—these will be essential for the group major writing projects.
- One location in which to save all your files for this course. EIU offers OneDrive, which is an excellent place to keep your course-related files. Dropbox is another convenient app for storing documents if you prefer a location other than OneDrive.

If you are struggling to meet any of these technology needs, the following resources on campus may help you to meet them:

- If you have headphones, you can go to Gregg Triad and use the computers there; terminals may also be reserved on a regular basis (please let me know if you are interested in this arrangement)
- The Center for Student Innovation (CSI) (located in Booth Library) also provides technology rentals and may be able to help you meet the technology requirements for this course

Course Requirements & Grade Categories

1) Major Writing Projects

- 2) You will complete five major writing projects of various genres in technical writing for this course (three individual projects and two interrelated group projects).
- 3) You will conference with me over major individual projects and group projects (I typically provide a sign-up sheet for conferences a week ahead of conference dates to offer you ample time to choose a convenient meeting time).
- 4) At the end of the semester, for your final major writing project, you will complete a reflective professional portfolio that demonstrates how you have integrated the course objectives into your own professional (and specifically technical) writing practices.
- 5) You must submit major writing project components (the final assignment documents/artifacts themselves) in the following two (2) ways (unless otherwise specified by me):
 - a. Submit in D2L *before* the class meeting on which the assignment(s) are due.
 - b. Submit a hard copy of the assignment(s) due to be submitted at the beginning of the class meeting on which they are due. If you have not submitted designated project components by their due date *before* you arrive in class, the assignment will be considered incomplete and/or late.

You must complete and submit ALL of the major writing projects assigned in this course in order to pass the course. In other words, if you fail to submit a Major Writing Project, you will not be able to complete this course.

2) Process Journal Entries

- You will complete approximately ten (10) graded process journal entries throughout this semester, which I will assign each week as we work through the course.
- You will complete these process-oriented responses based on provided prompts meant to guide you through the writing process as you work through course materials and writing projects.
- Though these process journal entries allow you to pre-write, brainstorm, and work through portions of essay projects in an informal space, you should always pay careful attention to journal entry prompt guidelines (the questions, the length, the format, etc.).

In other words, though I won't be grading for surface errors or content, you must follow instructions for each journal or risk losing half or all points for a journal assignment. If you are instructed to write a full page, for instance, but you only submit half a page of writing, you risk losing all 10 points for that week's process journal entry.

- In a week wherein a journal entry is assigned, you will submit your entry via D2L in the designated Dropbox folder no later than 11:59 PM on the Sunday after the close of the course week.

Please note that the weight of the process journal entry grade; because this grade element constitutes up to a fifth of your final grade, each journal has the power to greatly impact your grade (either positively or negatively). **I will not accept late process journal entries: a missing journal entry will result in a 0 for that journal assignment.**

- 3) **Rhetorical Grammar Quizzes in D2L** Though this course does not primarily focus on grammar, it is concerned with the knowledge and use of grammar to craft technical documents. Thus, throughout the semester (approximately once a week) you will complete a reading from Koln and Gray's *Rhetorical Grammar* and complete quiz exercises in D2L. In a week wherein a Rhetorical Grammar Quiz is assigned, you will have until 11:59 PM on the Sunday after the close of the course week to complete the quiz in D2L.

I will mark the quizzes each week in D2L so that you know which questions you answer correctly, and which questions you answer incorrectly, but these quizzes will ultimately be graded as complete or incomplete. If, however, I notice a learner is frequently missing more than 50-75% of the quiz questions or is habitually skipping these quizzes, I will address the issue with that individual in a face-to-face conference.

4) **Participation** This grade includes all of the in-class activities assigned throughout the semester *and* any work in D2L that is additional to work completed in class. These activities will range in point value TBD dependent on the assignment/task. Participation is also graded based on your ability to consistently do the following:

- a) arrive in class on time, with the textbooks/materials containing readings assigned for a class meeting, **HAVING ALREADY READ** the assigned texts
- b) **arrive in class with a piece of paper on which you have written or typed two thoughtful questions or comments over your choice of the assigned readings (I won't collect these questions every time we meet, but occasionally I will ask you all to turn them in)**
- c) be prepared for pop quizzes covering reading content
- d) arrive in class with due assignments in hand and/or assignments already submitted in D2L
- e) practice active listening skills in class
- f) follow verbal and written instructions carefully both in class and outside of class (in D2L, for instance)
- a) be prepared to complete short in-class writing assignments (in addition to writing assignments outside of class meetings)
- b) contribute meaningfully and actively to in-class group work
- c) engage thoughtfully and consistently in class discussions
- d) prepare and give presentations in class
- e) learn how to use new software, technology, applications, etc. as needed
- f) ensure that you are using technology in class (laptops, tablets, etc.) only to work on class-related materials
- g) write all correspondence for this course (emails, text messages, etc.) in a professional manner using technical writing techniques
- h) honor your commitments to your group members both in and outside of class
- i) be respectful of your peers and your instructor—we are all learning together in a semi-simulated professional environment (it is a classroom rather than a job); however, it is best to learn how to collaborate and work with others courteously *before* you enter the workplace in any capacity

Keep in mind that the general guidelines for and expectations of learners enrolled in any college course valued at three (3) credits are that learners should spend *at least* two (2) hours outside of class working on course assignments for each hour spent in class; this equates to a minimum of at least six hours of work outside of the classroom for ENG 3005.

Finally, know that a participation grade can (and often does) determine whether or not a learner's grade, if it is on the line, is elevated to the next grade letter. Moreover, a poor or failing participation grade (earning less than a 60%) can result in a learner not passing ENG 3005 (regardless of grades earned in other areas of the course).

Course Grading Policy & Point Summaries for Coursework

Participation	300-400 points
Rhetorical Grammar Quizzes	100 points (approximately)
Process Journal Entries	200 points (approximately)

Major Writing Project 1: Job Application Materials

MWP 1 Scaffolding Assignments	30
Cover Letter	50
Job Presentation Video	20
	100 points

Major Writing Project 2: Textual Analysis/Description Memo and Remediation Assignment

MWP 2 Scaffolding Assignments	50
MWP 2 Social Media Policy	
Textual Analysis/Description Memo	100
MWP Remediation Artifact	20
	170 points

Major Writing Project 3: Collaboration Policy

Group/ Individual MWP 3	
Scaffolding Assignments	80
MWP 3 Collaborative Policy Document	100
	180 points

Major Writing Project 4: The Proposal

Conferences & Scaffolding Memos	150
Group Final Assignments	
MWP 4 The Proposal	100
MWP 4 The Proposal Storyboard	100
MWP 4 The Proposal Storyboard Presentation	50
MWP 4 Progress/Feasibility Report	100
	500 points

Major Writing Project 5: Reflective Memo & Reflective Portfolio

MWP 5 Reflective Memo	100
MWP 5 Reflective Portfolio	100
	200 points

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59-00

Total Course Points 1750 Points

Revision Policy

I strongly encourage you to revise any major writing projects if you are unsatisfied with the grade you earn for your work. Below are the written components of the Major Writing Projects that you will have the opportunity to revise:

- MWP 1 Cover Letter
- MWP 2 Social Media Policy Textual Analysis and Description Memo
- MWP 3 Collaborative Policy Document
- MWP 4 Proposal Progress/Feasibility Report & Proposal Storyboard

Three Important Requirements for a Revision to Be Accepted:

1. You may only revise an assignment if you complete all materials for the mwp (both the scaffolding assignments, such as its Topic Proposal Memo for topic approval, and the final components of the mwp).
2. I will expect **deep revision** (more than a simple editing of surface issues).
3. I will also require a **Revision Memo** (at least one full page of single-spaced writing, 12-point Times New Roman font) in which you discuss the changes you made in your essay (I will talk further about the details of each revision memo as the semester progresses).

If you submit a deeply and meticulously revised essay by the revision due date for the assignment revision, and if you include all documentation I request alongside this revision, and if you include a properly formatted Revision Memo, there is a possibility that you might earn a higher grade on the essay which will replace your original grade.

I very rarely provide opportunities for extra credit. Occasionally, I offer a Free Pass, a pass to skip either a journal entry or a quiz.

Electronic Writing Portfolio (EWP) | The current Spring '22 due date for an EWP submission is May 6th

English 3005 is a writing intensive course, so you can submit an assignment from this course that meets the general requirements for an EWP submission (it is 750+ words, it is written solely by you, and it is a cohesive essay). **In this course, only MWP 2 (the analysis and description memo, not the remediation project) meets all of these criteria and thus qualifies for an EWP Submission.**

Should you decide to submit an assignment from this course to your EWP, please speak to me before you do so. If you have further questions about the EWP, the following website contains detailed information about the portfolio: <https://www.eiu.edu/assess/ewpmain.php>

Late Work Policies

Overview

I do not allow learners to make up missed in-class work unless they have a documented university-approved absence. If you have a university-excused absence (with the proper documentation/verification), you are still responsible for contacting me so that we can discuss how you will reasonably make up any missing work. If you are absent without an acceptable excuse/reason and without contacting me, you risk earning 0's for ALL work that you miss. Accommodations for instruction and make-up work will be made for students with **documented** medical absences according to IGP #43: <https://castle.eiu.edu/auditing/043.php>.

Late Work Policies Overview Cont'd

Learners are responsible to conveying documentation of any excused absence to their instructors. Thus, without documentation, I will conclude an absence is unexcused in spite of its nature; this means any work missed in your absence will earn a 0.

If you are a learner who already knows that you will have regularly scheduled university-excused absences, you are responsible for providing an appropriate letter to me and/or a schedule for your events for the semester. When you will miss class for a university-excused event, you are responsible *before* the absence for communicating with me about how you will plan to submit work (and make up work) that you will miss. If I do not receive an email from you or any form of communication from you about an alternate plan to submit work and make up work, I will assume you have decided to forego the points for the assignments you miss in your university-excused absence (including Major Writing Project essays).

Late Participation Assignments & Process Journal Entries

Weekly participation assignments and Process Journal entries will earn a grade of 0 if they are not submitted on time (or if you miss class and/or a journal for an unexcused reason but neglect to supply documentation of a university-approved absence and thus do not complete these assignments).

Late Scaffolding Assignments for Major Writing Projects

Scaffolding assignments for major writing projects will earn a grade of 0 if they are not submitted on time (or if you miss class for an unexcused reason or neglect to supply documentation of a university-approved absence and thus do not complete in-class participation assignments). Scaffolding assignments for MWP's include but are not limited to the following: topic proposal memos, rough drafts, conferences, peer review, and group evaluations.

Late Major Writing Projects

Late Major Writing Project essays (the final components of these projects) will lose ten (10) points each day they are late. Here is a list of the assignments to which this policy applies:

MWP 1 Cover Letter & Job Presentation Video

MWP 2 Social Media Policy Textual Analysis/Description Memo & Remediation Artifact

MWP 3 Collaborative Policy Document

MWP 4 Group Proposal, Progress/Feasibility Report, & Proposal Storyboard

MWP 5 Reflective Portfolio & Reflective Memo

These projects will begin to lose points after their due date and time have passed. This means, for instance, that if an essay is due at the beginning of class on Tuesday (9:30AM), your essay will automatically lose ten (10) points if it is turned in after 9:30 AM on that same Tuesday. Every day thereafter that the essay is late, you will lose another ten (10) points.

Whenever possible, if something happens that you fear might impede your ability to submit a major writing project assignment before it is due, communicate this issue to me *before* the assignment due date so that we are in communication and can formulate a plan together for you to complete your work by the designated due date and discuss appropriate late work penalties.

Attendance Policy & Absences

Because your participation grade will reveal how well you are attending (or not attending) class, **I do not technically “grade” your attendance in class; in other words, you do not automatically gain or lose five points because of your presence or absence in class, for instance. However, I do take attendance during each class period and keep a record of attendance for the term.** Moreover, your participation grade for this class will tell me what I need to know about your engagement in the course. Importantly, 0’s on participation assignments will quickly add up; missing even a few class meetings will impact your grade in this class, and several absences will likely result in your inability to complete major writing projects especially those that are group writing projects (reminder: in order to pass this course, you must complete and submit every assigned major writing project).

If you have an excused absence, accommodations for instruction and make-up work will be made for students with documented, university-excused absences according to IGP

#43: <https://castle.eiu.edu/auditing/043.php>), it is your responsibility to contact me and to provide the proper documentation of your absence for me; moreover, it is your responsibility to contact me so that we can plan how you can reasonably make up missing work. If you are absent without an acceptable excuse/reason and without proper verification of an excused absence, you will likely receive 0’s for the work that you missed (participation assignments, journal assignments, major writing assignments, group work, etc.).

Examples of University-Excused Absences According to IGP #43 & the Importance of Documentation:

“Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness [including Covid and relevant Covid isolation procedures, when properly documented], emergency, participation in an official University activity, or participation in volunteer emergency work ([110 ILCS 122/](#)).”

If I notice that you are having difficulty submitting course work, that you are not engaging in the course, and/or that you are having difficulty attending class, I will contact the Early Alert System and other relevant parties to determine the best course of action for you. This report will result in someone contacting you to provide necessary support to help you get back on track in this course (if possible).

Academic Integrity & Classroom Expectations

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Remember that kindness, courtesy, respect, and critical thinking are essential for successful discussions in any class; additionally, be mindful of your tone and how your words might be read and/or heard by your audience (your classmates and me). **Bottom Line**—if I notice any individual acting in any way that deviates from appropriate academic conduct and integrity, I will ask them to leave the classroom immediately and I will ensure that the individual encounters the consequences of those actions via the Office of Student Standards.

Academic Integrity and Plagiarism

The **EIU Code of Conduct** (<https://www.eiu.edu/judicial/studentconductcode.php>) defines plagiarism as follows:

the use, without adequate attribution, of another person's words or thoughts as if they were ones' own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor

Moreover, the **English Department** clearly defines plagiarism and the consequences of plagiarizing:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In other words, plagiarism (**even unintentional plagiarism**) is a serious offense that will be met with serious consequences. There will be class assignments geared toward guiding you in the best practices for quoting, citing, and interacting with sources in your work; additionally, there will be exercises and opportunities for you to work with sources appropriately. Keep in mind that plagiarism does include actions such as neglecting to give proper attribution to a source and plagiaphrasing (presenting a source's words as your own paraphrase, even when you give proper attribution to an author). If you are not sure how to work with a source, I can be reached via email and during office hours to discuss how to properly and ethically use sources in college writing.

A plagiarized (**either intentional or unintentional**) paper or any other work risks earning a 0 for the associated writing project (and any relevant assignments). If you plagiarize in any form on any assignment and/or task in this course, you also risk failing this class. I will report all incidents of plagiarism to the Office of Student Standards.

Contacting Your Instructor

I am readily available to help with any course- related questions or concerns that may arise this semester. I can be reached via email during business hours (9AM-5PM, Monday-Friday) via Panthermail (rlspear@eiu.edu).

If you abide by the email etiquette established in class, I will provide timely responses to your emails (within 24-48 hours during normal business hours/9-5 on M-F). If you do not abide by established email etiquette, I may require you to revise and resend the email before I respond to your question/concern.

I am also available throughout the semester during my scheduled office hours and am willing, **upon request**, to meet with you during these office hours via Teams or Zoom.

The Writing Center

The Writing Center will be offering face-to-face consulting sessions on weekdays and online sessions evenings and Sundays. Learners are able to book either a face-to-face or online appointment through the Writing Center website (www.eiu.edu/writing):

3110 Coleman Hall
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920

At The Writing Center, excellent writing consultants will meet with you, one-on-one, and help you with any part of the writing process (brainstorming, prewriting, introductions, conclusions, organizing a paper that has already been written—seriously, they can help with ANY part of the writing process). Please use this resource! It is not a requirement for this course that you visit The Writing Center, but I cannot stress enough how helpful this service can be for you.

Group Work & Covid-19 Practices

There will be group work assigned regularly in class; additionally, there are two major writing projects that are group writing projects (MWP 3 and MWP 4). I will assign groups based on the information I receive in the First-Day Survey; you will be in the same group for both projects. Though there will be several class meetings in which I will allow you time to work with your groups, you will also need to work together outside of class, but when you do so, your primary form of meeting should likely be via virtual conferencing (Zoom, Teams, etc.). If you choose to meet in person, you should carefully follow the university's social distancing guidelines **to minimize the risk of spreading the Covid virus.**

COVID-19 Practices & Expectations on EIU's Campus

The University is asking all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. All students, regardless of vaccination status, are required to wear face coverings during class. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Coleman Hall Restrooms

There is an all-gender restroom on the 2nd floor of Coleman Hall, directly under the main English Dept. office. This bathroom was only recently designated all gender, so it does not yet appear on the map of gender-inclusive restrooms at EIU (<https://www.eiu.edu/lgbtqa/all-gender-restrooms.php>). This restroom has a lockable door and two stalls. Gendered restrooms are located on every floor in Coleman Hall.

Important Add/Drop/Withdraw Deadlines

Jan. 14: Last day to add a class

Jan. 24: Last day to drop a course with no grade

Jan. 24: Last day to withdraw from all classes with full tuition and fees refund

Feb. 7: Last day to withdraw from all classes with 50% tuition and fees refund

Apr. 1: Last day to withdraw from a class

Syllabus Adjustment Disclaimer

I reserve the right to make changes to the syllabus policies, assignments, and schedule if I see fit to do so at any point in the semester. In other words, all portions of this syllabus are tentative and subject to change as the semester progresses.

English 3005-001 Course Schedule

Unit 1 Job Application Materials & Job Presentations

Week 1: January 10th-14th

Topics: Intro to Technical Writing; Class Introductions; Building a Professional Learning Community; Syllabus; Schedule; First-Day Survey

Tuesday 1-11

Intro to Professional Technical Writing

Thursday 1-13

Readings:

D2L Review Syllabus (Policies & Schedule)

D2L "Bottom-Line Ordering"

D2L "Aristotle's Rhetorical Situation" by *Purdue OWL*

Job Ad Hunt Assigned (For Process Journal 1 entry and in-class work on next Tuesday, January 18th)

Journal 1 due by 11:59 PM on Sunday, January 16th

Remember to Submit a job ad for approval alongside your process journal entry (this should be a link to or image of the job advertisement)

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, January 16th

RG Chapter 11 "The Writer's Voice" 172-179

Week 2: January 17th-January 21st

Topics: Job Application Materials (Cover Letters & Presentations); Audience; Style & Voice in Professional Writing; Arranging & Emphasizing Information

Tuesday 1-18

Readings:

D2L MWP 1 Prompt (Confirm Volunteers for In-Class Job Presentations)

MWP 1 Assignment Sheet Sample Cover Letters

TC Chapter 3 "Writing Technical Documents" 43-54

Chapter 15 "Applying for a Job" 390-400

Bring Job Ad to Class (either print or digital copy)

MWP 1 TPM Assigned for Thursday 1-20

Thursday 1-20

Readings:

D2L "Making Your Correspondence Get Results" by Lewis

TW Chapter 11 "Basic Design and Readability in Publications" 129-132

TC Chapter 5 "Analyzing Your Audience" 84-96

Chapter 5 "Applying What You Have Learned About Your Audience" 106-113

MWP 1 TPM due

MWP 1 Cover Letter Rough Draft Assigned for

Peer Review on Tuesday, January 25th

Journal 2 due by 11:59 PM on Sunday, January 23rd

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, January 23rd

RG Chapter 11 "The Writer's Voice" 179-189

Week 3: January 24th-January 28th

Topics: Viewing Job Application Materials as Technical Documents; Peer Review Practices; MWP 2 Assignment Submission Procedures

Tuesday 1-25

Readings:

- TC* Chapter 3 "Writing Technical Documents" 54-58
Chapter 9 "Emphasizing Important Information" 192-199
"Table 7.1 Organizational Patterns" 150-151
MWP 1 Cover Letter Rough Draft due for Peer Review
MWP 1 Cover Letter and Job Presentation
final submissions due Thursday, January 27th

Thursday 1-27

MWP 1 DUE (**The Cover Letter** and **Job Presentations** are to be submitted in D2L BEFORE you come to class on Friday, September 9th; Bring a hard copy of the cover letter to submit to me at the beginning of class; if you are a volunteer presenter, you need not submit a video in D2L—you will simply give your presentation in class and be graded on that performance)

- Volunteer Job Presentations
MWP 1 Reflection

Journal 3 due by 11:59 PM on Sunday, January 30th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, January 30th

RG Chapter 1 "A Review of Words and Phrases" 6-16; "Repetition" (142-143)

Unit 2 Text Description & Analysis of Policy Documents

Week 4: January 31st-February 4th

Topics: Intro to MWP 2; Defining "Policy"; Understanding Various Policy Documents; Textual Description and Document Analysis; Ethics in Technical Writing/Professional Writing

Tuesday 2-1

Readings:

- D2L* MWP 2 Prompt
(Confirm Volunteers for In-Class Remediation Artifact Presentations)
D2L "Creating Effective Corporate Social Media Policies" by Weingartner and Hunter
TC Chapter 20 "Writing Instructions" & "Manuals" 555-576
"Designing Print and Online Documents" 248-254
"Understanding Learning Theory and Page Design" 259-260
MWP 2 TPM Assigned for Thursday, February 3rd

Thursday 2-3

Readings:

- D2L* *TW* Chapter 9 "Ethics in Technical Writing" 91-104
"Protecting Academic Freedom or Managing Reputation? An Evaluation of University Social Media Policies" by Kwestel and Milano
TC Chapter 2 "Ethics" 17-35
MWP 2 TPM due (detailing the policy you are considering examining) Unless you hear from me by Friday afternoon, assume your chosen policy is approved (I will give you more detailed memo feedback in class on Tuesday); **Policy Change Check** if you receive word from me that your chosen policy is not approved on Thursday or Friday, we will determine how and when to communicate about options.

Journal 4 due by 11:59 PM on Sunday, February 6th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, February 6th

RG Chapter 13 "Punctuation" 220-229; "Parallelism" 152-155

Week 5: February 7th-11th

Topics: Ethics in Technical Writing/Professional Writing; Cultural Concerns in Technical Communication; Persuasion in Technical Communication; APA Style; Pandemic Policy

Tuesday 2-8

Readings:

TC Chapter 2 "Ethics" 35-39

Chapter 13 "Communicating Across Cultures" 96-103

"APA Style" 620-622 (also carefully skim through pages 623-638)

D2L "Drafting Pandemic Policy: Writing and Sudden Institutional Change"
by Workman et al.

MWP 2 Memo and Reference Page Short Rough Draft assigned for Peer Review on Thursday, January 10th

Thursday 2-10

Readings:

TC Chapter 8 "Communicating Persuasively" 172-179

MWP 2 Memo and Reference Page Short Rough Draft due for Peer Review

MWP 2 Memo and Reference Page Full Rough Draft due in Week 6 in Individual Conferences

Journal 5 due by 11:59 PM on Sunday, February 13th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, February 13th

RG Chapter 4 "Coordination and Subordination" 47-56; "The Known-New Contract" 143-145

Week 6: February 14th-18th

Topics: MWP 2 Conferencing Procedures; MWP 2 Assignment Submission Procedures

Tuesday 2-15

Conferences on Monday, Tuesday, and Wednesday
(February 15th-18th) of this week

Submit MWP 2 Full Rough Draft in its designated Dropbox folder in D2L BEFORE your conference with me

There will be NO In-CLASS MEETING on Tuesday of this week. Instead, you will attend a conference with your instructor in Coleman 3745 during your chosen time.

MWP 2 Textual Analysis/Description Memo and Remediation Artifact final submissions due on Thursday, 2-17

Thursday 2-17

MWP 2 DUE (The Textual Analysis/Description Memo and The Remediation Artifact are to be submitted in D2L in designated Dropboxes* BEFORE you come to class on Thursday, February 17th; If you are a volunteer presenter, be prepared to present your MWP 2 Remediation Artifact in class on Thursday, February 17th for presentation and discussion) Volunteer Presentations

* Remember that if your remediation artifact is meant to exist as an electronic artifact only, submit the artifact in D2L; If your remediation artifact is meant to exist in print only, you should only submit a print version of the document on Thursday (in color, if possible); If your artifact is meant to exist as both a print and electronic document, submit the electronic version in D2L and the print version of the artifact in class on Thursday (in color, if possible)

Journal 6 due by 11:59 PM on Sunday, February 20th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, February 20th

RG Chapter 4 "Coordination and Subordination" 56-62

Unit 3 Collaboration Policy

Week 7: February 21st-25th

Topics: Intro to MWP 3; Characteristics of Successful Collaboration; Further Analysis of the Design and Layout of Technical Documents (Policies Specifically)

Tuesday 2-22

Readings:

- D2L* MWP 3 Prompt; Group Assignments;
(Confirm Volunteers for In-Class MWP 3 Presentations)
- TC* Chapter 4 "Writing Collaboratively" 60-80
- D2L* "Everyone Learns from Everyone: Collaborative and Interdisciplinary
Professional Development in Digital Literacy"
by Hobbs and Coiro

In-Class Group Work on MWP 3 TPM

MWP 3 TPM Assigned for Tuesday, February 24th

Thursday 2-24

Readings:

- TC* Chapter 11 "Designing Print and Online Documents" 254-287

In-Class Group Work

MWP 3 TPM 1 due by 11:59 PM on Thursday, 2-24 (Simple approval will be offered to your group on Friday, February 25th via email or D2L, but you will receive detailed memo feedback from me on Tuesday of next week)

Journal 7 due by 11:59 PM on Sunday, February 27th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, February 27th

RG Chapter 8 "Other Stylistic Variations" 124-130

Week 8: February 28th-March 4th MID-TERM WEEK

Topics: MWP 3 Peer Review Procedures

Tuesday 3-1

Readings:

TBA

In-Class Group Work

MWP 3 Full Rough Draft Assigned for Peer Review on Thursday, March 3rd

Thursday 3-3 MWP 3 Full Rough Draft due for Peer Review

MWP 3 Full Rough Draft due in In-Class Group Conferences
on Tuesday, March 8th

Journal 8 due by 11:59 PM on Sunday, March 6th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, March 6th

RG Chapter 8 "Other Stylistic Variations" 130-135

Unit 4: The Proposal

Week 9: March 7th-11th

Topics: MWP 3 Assignment Submission Procedures; Intro to Unit 4 and MWP 4; The Purpose of Proposals; Proposal Research; Audience & Goodwill

Tuesday 3-8 In-class Group Conferences over **MWP 3 Full Rough Draft**
MWP 3 final submission due on Thursday, March 10th

Thursday 3-10

Readings:

D2L MWP 4 Prompt
TW Chapter 3 "Proposals" 27-36
TC Chapter 16 "Proposals" 422-445

MWP 3 DUE (**The Collaboration Policy** is to be submitted in D2L in the designated Dropbox folder BEFORE you come to class on Thursday, March 10th; You should also bring a hard copy of your group's policy, with everyone's signatures at the end of the document, to submit to me at the beginning of class on Thursday, March 10th)
Volunteer Group Presentations

Group/Self Evaluations

Intro MWP 4 Prompt

Homework for Spring Break

TC Chapter 6 "Researching Your Subject" 117-131

D2L "Protecting Human Subjects in Research"

Individual Short Annotated Bib Memo Assigned for Tuesday, March 22nd

No Journal

No Rhetorical Grammar Quiz

Week 10: March 14th-18th | SPRING BREAK

Week 11: March 21st-25th

Topics: Primary and Secondary Research; IRB Training; MWP 4 TPM

Tuesday 3-22

Readings:

TC Chapter 6 "Researching Your Subject" 117-131

D2L "Protecting Human Subjects in Research"

Individual Short Annotated Bib Memo due

MWP 4 TPM Assigned for Thursday, March 23rd

Thursday 3-24

Readings:

TC Chapter 14 "Corresponding in Print and Online" 362-385

D2L "Protecting Human Subjects in Research"

MWP 4 TPM due (should be submitted in D2L in the designated Dropbox folder BEFORE class)

IRB Training Quiz will take place in class on Tuesday, March 29th

Journal 9 due by 11:59 PM on Sunday, March 27th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, March 27th

RG Chapter 10 "Sentence Rhythm" 157-170

Week 12: March 28th-April 1st

Topics: Research Planning; Instructional Review Board (IRB) Education; Effective Interview Principles and Choosing Appropriate Interviewees; Surveys

Tuesday 3-29

Readings:

D2L "Protecting Human Subjects in Research"

IRB Training Quiz

Group List of Interview Questions & Survey Questions

Assigned for Thursday, March 31st

Thursday 3-31

Readings

D2L Progress/Feasibility Report Assignment Prompt

TW Chapter 6 "Progress Reports" 67-73

TC "Writing Progress and Status Reports" 454-464

Chapter 10 "Technical Reports" 103-127

Group List of Interview Questions & Survey Questions due

Journal 10 due by 11:59 PM on Sunday, April 3rd

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, April 3rd

RG Chapter 5 "Choosing Adverbials" 76-88

Week 13: April 4th-8th

Topics: Creating Graphics; Using Graphics Effectively in a Proposal

Tuesday 4-5

Readings

TC Chapter 12 "Creating Graphics" 291-332

TBA Additional Reading About Graphics

Progress & Feasibility Report Rough Draft due for In-Class Group Conferences on Thursday, April 7th

Thursday 4-7 In-Class Group Conferences over **Progress/Feasibility Report Rough Draft**

MWP 4 Progress/Feasibility Report final submission due on Tuesday, April 13th

Storyboard Presentation due on Tuesday, April 13th

Journal 11 due by 11:59 PM on Sunday, April 10th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, April 10th

RG Chapter 6 "Choosing Adjectivals" 91-107

Week 14: April 11th-16th

Topics: MWP 4 Assignment Submission Procedures; Intro to Unit 5 and MWP 5

Tuesday 4-13

Readings: TBA

Progress/Feasibility Report due (**Submit Progress/Feasibility Report** is to be submitted in D2L in the designated Dropbox folder BEFORE you come to class on Thursday, March 10th; You should also bring a hard copy of your group's policy, with everyone's signatures at the end of the document, to submit to me at the beginning of class on Thursday, March 10th)
Storyboard Presentations due

Thursday 4-15

Readings: TBA

MWP 4 Rough Draft due for Peer Review on Tuesday, April 19th

Journal 12 due by 11:59 PM on Sunday, April 17th

Rhetorical Grammar Quiz due by 11:59 PM on Sunday, April 17th

RG Chapter 7 "Choosing Nominals" 110-122

Week 15: April 18th-22nd

Topics: MWP 4 Peer Review & Conferences

Tuesday 4-19

MWP 4 Rough Draft due for Peer Review

Revised MWP 4 Rough Draft due on Tuesday, April 21st in

In-Class Group Conferences

Thursday 4-21

In-Class Group Conferences over **Revised MWP 4 Rough**

No Journal

No Rhetorical Grammar Quiz

Week 16: April 25th-29th (LAST WEEK OF CLASSES)

Topics: Presentation Procedures; MWP 4 Assignment Submission Procedures

Tuesday 4-26

Readings: TBA (Proposal Presentation Guidelines)

MWP 4 Proposal final submission and Proposal Presentation due on Thursday, April 28th

Thursday 4-28

Proposal Presentations

MWP 4 DUE (Your group's **Proposal** and **Proposal Storyboard** should be submitted in D2L in their designated Dropbox folders BEFORE you come to class on Thursday, April 28th. Bring one hard copy of the written proposal to submit to me at the beginning of class)

In-Class Group/Self Evaluations

MWP 5 due in Week 17

No Journal

No Rhetorical Grammar Quiz

Unit 5 Reflective Portfolio & Reflective Memo

Week 17: May 2nd -6th FINAL EXAM WEEK

No final exam for this course. Instead, you will prepare and submit MWP 6, the Reflective Portfolio and Reflective Memo. Due Date TBA