Summer 6-15-2022

ENG 3005-001: Technical Communication

Shelly Spear
Eastern Illinois University

English 3005-001: Technical Communication

Fall 2022 | 3 Credit Hours

Course Primary Meeting Location: Coleman Hall 3120 (Lab)
> We will plan to meet primarily in this lab–if we require a traditional classroom for a class meeting, we will meet in Coleman Hall 3130 (and I will either specify on the syllabus, in D2L, or in person that we will meet in 3130 rather than 3120)

Course Meeting Times: MWF 9:00-9:50 AM

Instructor: Shelly Spear (she/her)   **Email:** rlspear@eiu.edu
Office: Coleman Hall 3745
Office Hours: MW 10:00-10:50 AM and 12:00-12:50 PM
> F from 12:00-12:50 PM

Required Textbooks and Other Resources for this Course

Available at Textbook Rental Services
- *TC–Technical Communication* (12th Edition) Markel & Selber
- *RG–Rhetorical Grammar* (8th Edition) Kolln & Gray
- *HTB–Handbook of Technical Writing*–Alred, Brusaw, and Oliu

Online Open-Access Resource Textbook
- *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. Learners 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
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 suggested notifications you might enable for this course (most provide the option for email notifications, some for SMS text message notifications). Many learners find these notifications helpful reminders of assignment due dates for the course. Other settings ensure that you are notified of and are able to view feedback for essays once they are graded.

Suggested D2L Notification Settings to Update for ENG 3005

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: 1) grade item released; 2) grade item updated

News: 1) new news item available; 2) news item updated

Do not rely only on a cell phone to access D2L—you will likely 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 succeed in 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 might 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

- You will complete five major writing projects of various genres in technical writing for this course (three individual projects and two interrelated group projects).
- 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).
- 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.
- You must submit major writing project components (the final assignment documents/artifacts themselves) in D2L *before* the class meeting on which the assignment(s) are due (note: some assignments will be specified to be submitted in hard copy).

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 approximately one per week as we work through the course. These process journal entries allow you to pre-write, brainstorm, and work through portions of essay projects in an informal space. For each journal entry, you will be provided prompts meant to guide you through the writing process as you work through course materials and writing projects. 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 category constitutes approximately a fifth of your final grade, so each journal has the power to greatly impact your grade (either positively or negatively).

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. 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* (or another specified and provided resource) 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:

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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)

g) be prepared to complete short in-class writing assignments (in addition to writing assignments outside of class meetings)

h) contribute meaningfully and actively to in-class group work

i) engage thoughtfully and consistently in class discussions

j) prepare and give presentations in class

k) learn how to use new software, technology, applications, etc. as needed

l) ensure that you are using technology in class (laptops, tablets, etc.) only to work on class-related materials

m) write all correspondence for this course (emails, text messages, etc.) in a professional manner using technical writing techniques

n) honor your commitments to your group members both in and outside of class

o) 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

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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 **(approximately)**
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

Individually Graded Group Assignments	200
Group Assignments	420
	620 points

Major Writing Project 5: Reflective Memo & Reflective Portfolio

MWP 5 Reflective Memo	100
MWP 5 Reflective Portfolio	100
	200 points
Total Course Points	**2000 Points (approximately)**

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

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

Revision Policy Continued

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)
<mark>Fall 22 EWP submission are due on December 16ᵗʰ</mark>

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 learners with **documented** medical absences according to IGP #43: https://castle.eiu.edu/auditing/043.php).

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.

Late Work Policies Overview Cont'd

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 a Monday (8:59 AM), your essay will automatically lose ten (10) points if it is turned in after 8:59 AM on that same Monday. For every day thereafter that the essay is late, another ten (10) points will be deducted from its final grade.

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, there are a number of in-class writing and group assignments that are worth around 10 points: 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 learners 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 [learners] 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).

Student Well-Being

EIU is committed to supporting and advancing the mental health and well-being of our students. Students may experience stressors that can impact both their academic experience and their personal mental health and well-being. These may include academic pressure and challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Below is a list of available campus resources to assist with student well- being:
- EIU Counseling Clinic: Human Services Building, 1st floor; 217-581-3413; for after- hours urgent support, call 1-866-567-2400. The Counseling Clinic offers individual and group counseling, emergency services, and resources.
- Online Mental Health Screening: online, private screening tool for depression, anxiety, eating disorders, and alcohol and substance misuse.
- EIU Health Clinic: Human Services Building, 1st floor; 217-581-3013. The Health Clinic services include lab work, pharmacy, and women's health and men's health programs.

- Health Education Resource Center (HERC): 2201 Blair Hall; 217-581-7786. The HERC offers health programming in the areas of alcohol, tobacco and other drug prevention and education, flu and cold prevention and education, nutritional analysis and education, and sexual health education, in addition to other health-related topics.
- Center for Gender and Sexual Diversity (GSD): Stevenson Hall, lower level; 217-581- 7117. The GSD Center provides services such as the Trans*formation Station, a large library full of books and movies, year-round programming, and a comprehensive Safe Zone Training program.
- EIU Campus Food Pantry: 1347 McAfee. The EIU Campus Food Pantry is a means to support students and the campus community by alleviating barriers to consistent, adequate, and healthful food. Anyone with a Panther Card can visit the pantry two times per month.
- Student Legal Service: MLK Jr University Union Room 2420; 217-581-6054. Student Legal Service can assist with off-campus housing issues, traffic violations, misdemeanor criminal offenses, municipal ordinance violations, and expungement.
- Financial Aid and Scholarships: Student Services Building East Wing; 217-581-6405, Fax: 217-581-6422, finaid@eiu.edu. The Office of Financial Aid and Scholarships provides information and guidance to secure the necessary financial resources to meet educational goals and financial obligations to the university.

Academic Integrity & Classroom Expectations

Learners 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 [learner] 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 or 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
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 be accomplished according to your group's modality wishes (in-person, virtual conferencing on platforms such as Zoom or Teams, in Google Jamboards).

Current COVID-19 Practices & Expectations on EIU's Campus

Current instructions regarding masking at EIU:

MASKING
Masking remains optional in most campus settings unless you have tested positive for COVID or been exposed to COVID per CDC guidelines. Masking remains mandatory in EIU's Medical Clinic.
Offices, Office Hours, & Learning Spaces: Faculty and other employees may request and expect masks to be worn in their assigned personal office spaces, as well as labs, studios, or other learning environments where 6 feet physical distancing for the instructor or employee may be impractical. When appropriate, faculty and staff may also choose to meet in a conference room or other available space that is more physically distanced than an individual office, if appropriate. Employees should work with their supervisor, as needed.

As a mask-optional campus, the facial covering decisions and practices of all members of the campus community will be respected.

> This information is copied and pasted from the following EIU webpage:
> https://www.eiu.edu/covid/

I respectfully ask that you mask in our classroom for a number of reasons (which I am happy to discuss with the class at large or with any individual seeking more information about that request). Furthermore, faculty have the right to require that learners wear masks during office hours or during any meetings in that faculty member's office (**I require masking in my office**).

If you are ill you should consult the **EIU Health and Counseling Services Medical Clinic** health clinic as soon as possible, and, if you might be contagious (with any illness), I ask that you do not come to class. In these instances, contact me via email as soon as possible and let me know that you are ill and will be seeking the proper documentation for your absence (which will allow you to make up any missed work for that class period).

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 1272, 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

- Aug. 26: Last day to add a class
- Sept. 2: Last day to drop a course with no grade
- Sept. 2: Last day to withdraw from all classes with full tuition and fees refund
- Sept. 19: Last day to withdraw from all classes with 50% tuition and fees refund
- Nov. 4: Last day to withdraw from a class

Learners with questions about these deadlines should contact the Registrar [(217) 581-3511, (217) 581-3831, records@eiu.edu].

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: August 22nd-August 26th

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

Monday 8-22
Intro to Professional Technical Writing; Begin Overview of Syllabus Polices and Schedule

Wednesday 8-24
Readings:
D2L   Finish Syllabus Review (Policies & Schedule)
D2L   "Bottom-Line Ordering"

Friday 8-26
Readings:
D2L   "Aristotle's Rhetorical Situation" by *Purdue OWL*
Job Ad Hunt Assigned in Class (Linked to Process Journal Entry 1)

Process Journal Entry 1 due by 11:59 PM on Sunday, August 28th
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)
No Rhetorical Grammar Quiz

Week 2: August 29th-September 2nd

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

Monday 8-29
Readings:
D2L   MWP 1 Prompt (Confirm Volunteers for In-Class Job Presentations)
TC   Chapter 3 "Writing Technical Documents" 43-54
Due today   Bring Your Chosen MWP 1 Job Advertisement to Class (either print or digital copy)
MWP 1 TPM Assigned in Class: Due to be submitted in D2L before class on Friday 9-2

Wednesday 8-31
Readings:
D2L   "Making Your Correspondence Get Results" by Lewis
          MWP 1 Assignment Sheet Sample Cover Letters
TC   Chapter 15 "Applying for a Job" 390-400

Friday 9-2
Readings:
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
Due today   MWP 1 TPM (Submit in designated Dropbox folder before class begins today)
           MWP 1 Cover Letter Rough Draft Assigned: Due in class for Peer Review on Wednesday, September 7th

Process Journal Entry 2 due by 11:59 PM on Sunday, September 4th
Rhetorical Grammar Quiz covering *RG* Chapter 11 "The Writer's Voice" 172-179 due by 11:59 PM on Sunday, September 4th

Week 3: September 5th-September 9th

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

Monday 9-5   **Labor Day (No Class Meeting)**

Wednesday 9-7
 Readings:
 TC Chapter 3 "Writing Technical Documents" 54-58
   Chapter 9 "Emphasizing Important Information" 192-199
   "Table 7.1 Organizational Patterns" 150-151
 Due Today MWP 1 Cover Letter Rough Draft due for Peer Review

Friday 9-9
 Due Today MWP 1 (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 job presentation video in D2L–you will simply give your presentation in class and be graded on that performance)
  Volunteer Job Presentations

 Process Journal Entry 3 due by 11:59 PM on Sunday, September 11th

 Rhetorical Grammar Quiz covering *RG* Chapter 11 "The Writer's Voice" 179-189 due by 11:59 PM on Sunday, September 11th

UNIT 2 TEXT DESCRIPTION & ANALYSIS OF POLICY DOCUMENTS

Week 4 September 12th-September 16th

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

Monday 9-12
 Readings
 D2L MWP 2 Prompt
   (Confirm Volunteers for In-Class Remediation Artifact Presentations)
 D2L "Creating Effective Corporate Social Media Policies" by Weingartner and Hunter
 MWP 2 TPM Assigned: Due to be submitted in D2L before class on Friday, September 16th

Wednesday 9-14
 Readings
 TC Chapter 20 "Writing Instructions" & "Manuals" 555-576
  "Designing Print and Online Documents" 248-254
  "Understanding Learning Theory and Page Design" 259-260
 Due today Initial Submission of Social Media Policy Choice (link, digital image, etc (Submit in designated Dropbox folder before class begins today)

Friday 9-16
 Readings (We'll continue discussing/working with Wednesday's readings)
 TC Chapter 20 "Writing Instructions" & "Manuals" 555-576
  "Designing Print and Online Documents" 248-254
  "Understanding Learning Theory and Page Design" 259-260
 Due today MWP 2 TPM (Submit in designated Dropbox folder before class begins today)

 Process Journal Entry 4 due by 11:59 PM on Sunday, September 18th

 Rhetorical Grammar Quiz covering *RG* Chapter 13 "Punctuation" 220-229 due by 11:59 PM on Sunday, September 18th

Week 5 September 19th-September 23rd

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

Monday 9-19
 Readings
 TW Chapter 9 "Ethics in Technical Writing" 91-104
 D2L "Protecting Academic Freedom or Managing Reputation? An Evaluation of University Social Media Policies" by Kwestel and Milano
 TC "APA Style" 620-622 (also carefully skim through pages 623-638)
 MWP 2 Memo and Reference Page Rough Draft Assigned: Due in class on Friday, September 23rd for Peer Review

Wednesday 9-21
 Readings
 TC Chapter 2 "Ethics" 17-39
   Chapter 13 "Communicating Across Cultures" 96-103
 D2L "Drafting Pandemic Policy: Writing and Sudden Institutional Change" by Workman et al.

Friday 9-23
 Readings
 TC Chapter 8 "Communicating Persuasively" 172-179
   Chapter 9 199-210
 Due today MWP 2 Textual Analysis Memo and Reference Page Rough Draft for Peer Review(Bring a digital copy of your rough draft to class)
 MWP 2 Memo and Reference Page Revised Full Rough Draft Assigned for Individual Conferences in Week 6

 Process Journal Entry 5 due by 11:59 PM on Sunday, September 25th

 Rhetorical Grammar Quiz covering *RG* "Parallelism" 152-155 due by 11:59 PM on Sunday, September 25th

Week 6 September 26th-September 30th

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

Monday 9-26 AND Wednesday 9-28
NO CLASS MEETINGS: Individual Conferences over MWP 2 on Monday, Tuesday, and Wednesday (To be held in Coleman Hall 3745.)
Due before your scheduled Individual MWP 2 Conference: **MWP 2 Memo and Reference Page Revised Full Rough Draft (Submit in designated Dropbox folder)**

Friday 9-30
 Due Today MWP 2 (The Textual Analysis/Description Memo and The Remediation Artifact are to be submitted in D2L in designated Dropboxes* BEFORE you come to class on Friday, September 30th ; If you are a volunteer presenter, be prepared to present your MWP 2 Remediation Artifact in class on Friday, September 30th for presentation and discussion)
  Volunteer Remediation Artifact 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 Friday (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 Friday (in color, if possible)

 Process Journal Entry 6 due by 11:59 PM on Sunday, October 2nd

 Rhetorical Grammar Quiz covering *D2L Handout* "Concision through Punctuation" due by 11:59 PM on Sunday, October 2nd

Week 7 October 3rd-October 7th

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

Monday 10-3
    Readings
    TC   Chapter 4 "Writing Collaboratively" 60-80
    D2L   MWP 3 Assignment Prompt (Confirm Volunteers for In-Class MWP 3 Presentations)
    In-Class Group Work on MWP 3 TPM
    Major Writing Project 3 Group Assignments Provided Today

Wednesday 10-5
    Readings
    D2L   "Everyone Learns from Everyone: Collaborative and Interdisciplinary
            Professional Development in Digital Literacy" by Hobbs and Coiro
    In-Class Group Work
    MWP 3 TPM Assigned: Due to be submitted in D2L before class on Monday, October 10th

Friday 10-7 Fall Break (No Class Meeting)

Process Journal Entry 7 due by 11:59 PM on Sunday, October 9th
Rhetorical Grammar Quiz Assignment TBA

Week 8 (MIDTERM WEEK) October 10th-October 14th

Topics: MWP 3 Peer Review Procedures

Monday 10-10
    Readings
    TC   Chapter 11 "Designing Print and Online Documents" 254-287
    In-Class Group Work
    Due today   MWP 3 TPM **(Submit in designated Dropbox folder before class begins today.)**
    MWP 3 Full Rough Draft Assigned for Peer Review on Friday, October 14th

Wednesday 10-12
    Readings
    D2L Sample Learner Collaboration Policies
    In-Class Group Work

Friday 10-14
    Due today   MWP 3 Full Rough Draft for Peer Review (Bring a digital copy of your rough draft to class.)
    MWP 3 Revised Full Rough Draft Assigned for In-Class Group Conferences on Monday, October 18th

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Process Journal Entry 8 due by 11:59 PM on Sunday, October 16th
Rhetorical Grammar Quiz Assignment TBA

Week 9 October 17th-October 21st

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

Monday 10-17
    Due today   MWP 3 Full Rough Draft for In-Class Group Conferences (Submit in designated Dropbox folder before class begins today.)
Wednesday 10-19
    Due today   MWP 3 (Your group's Collaboration Policy is to be submitted in D2L in the designated Dropbox folder before you come to class today.)
    Volunteer Group Presentations
    Group/Self Evaluations

Friday 10-21
    Readings
    D2L   MWP 4 Prompt
    TW   Chapter 3 "Proposals" 27-36
    Major Writing Project 4 (MWP 4) Group Assignments Remain the Same as Those Provided for MWP 3

No Journal
No Rhetorical Grammar Quiz

Week 10 October 24th-October 28th

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

Monday 10-24
    Readings
    TC   Chapter 16 "Proposals" 422-445
            Chapter 6 "Researching Your Subject"117-131
            In-Class Group Work
MWP 4 Topic Proposal Memo Assigned: Due to be submitted in D2L before class on Friday, October 28th

Wednesday 10-26
    Readings
    TC   Chapter 14 "Corresponding in Print and Online" 362-385
    D2L   "Protecting Human Subjects in Research"
            In-Class Group Work

Friday 10-28
    Readings
    D2L   "The Story Behind Storyboarding And Why It's Critical To Your Proposal Process" By Ashley Kayes
    D2L   "Protecting Human Subjects in Research"
            In-Class Group Work
    Due today   MWP 4 Topic Proposal Memo (Your group's MWP 4 TPM is to be submitted in D2L in the designated Dropbox folder before you come to class today.)
Storyboard Research Checkpoint 1 Assigned: Due to be submitted in D2L before class on Wednesday, November 2nd

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No Journal
No Rhetorical Grammar Quiz

Week 11 October 31st-November 4th

Topics: IRB Training; Focus on Proposal Primary Research and Continued MWP Storyboarding; Continued Proposal Group Work

Monday 10-31
    Reading
    D2L   "Protecting Human Subjects in Research"
    In-Depth, Final IRB Training

Wednesday 11-2
    TC   "Writing Progress and Status Reports" 454-464
        Chapter 10 "Technical Reports" 103-127
IRB Training Quiz Today
Due today   **Storyboard Research Checkpoint 1 (Your group's Checkpoint 1 is to be submitted in D2L in the designated Dropbox folder before you come to class today.)**

Friday 11-4
    Readings
    TW   Chapter 6 "Progress Reports" 68-73
    D2L   **Munger Case Study**
Storyboard Research Checkpoint 2 Assigned (Including Group List of Interview Questions & Survey Questions): Due to be submitted in D2L before class on Wednesday, November 9th

Process Journal Entry 9 due by 11:59 PM on Sunday, November 6th
Rhetorical Grammar Quiz Assignment TBA

Week 12 November 7th-November 11th

Topics: Research Planning; Effective Interview Principles and Choosing Appropriate Interviewees; Surveys
Monday 11-7
    Readings TBA (Portions of Sample Learner Collaboration Policies)
    Proposal Drafting Workshop 1
    In-Class Group Work
MWP 4 Proposal Rough Draft for Group Conferences Assigned: Due to be submitted in D2L before class on Wednesday, November 16th

Wednesday 11-9
    Readings TBA (Portions of Sample Learner Collaboration Policies)
    Proposal Drafting Workshop 2
    In-Class Group Work
Due today   **Storyboard Research Checkpoint 2 (Your group's Storyboard Checkpoint 2 is to be submitted in D2L in the designated Dropbox folder before you come to class today.)**

Friday 11-11
    Readings TBA (Portions of Sample Learner Collaboration Policies)
    Proposal Drafting Workshop 3
    In-Class Group Work

Process Journal Entry 10 due by 11:59 PM on Sunday, October 13th
Rhetorical Grammar Quiz Assignment TBA

Week 13 November 14th-November 18th

Topics: Creating Graphics; Using Graphics Effectively in a Proposal

Monday 11-14
    Readings TBA (Portions of Sample Learner Collaboration Policies)
    Proposal Drafting Workshop 4
    In-Class Group Work

Wednesday 11-16
Due today   **MWP 3 Full Rough Draft for In-Class Group Conferences (Submit in designated Dropbox folder before class begins today.)**

Friday 11-18
    Readings
    TC   Chapter 12 "Creating Graphics" 291-332
    In-Class Group Work
MWP 4 Proposal Revised Rough Draft for Peer Review Assigned: Due to be submitted in D2L before class on Monday, November 28th

No Journal
No Rhetorical Grammar Quiz

Week 14 Thanksgiving Break November 21st-November 25th

Week 15 November 28th-December 2nd

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

Monday 11-28
Due today   **MWP 4 Full Rough Draft for Peer Review (Submit in designated Dropbox folder before class begins today.)**

Wednesday 11-30
    Reading
    D2L MWP 4 Proposal Storyboard and Presentation Assignment Prompt
    In-Class Group Work
Final Major Writing Project 4 Proposal Storyboard and Presentation Assigned: Due to be Submitted on Friday, December 9th

Friday 12-2
    Reading
    D2L   MWP 5 Prompt
MWP 5 Reflective Portfolio & Reflective Memo Assigned: Due to be Submitted on Tuesday, December 13th (Final Exam Week)

No Journal
No Rhetorical Grammar Quiz Assigned

Week 16: <mark>(LAST WEEK OF CLASSES)</mark> December 5th-December 9th
Topics: Presentation Procedures; MWP 4 Assignment Submission Procedures

Monday 12-5
    Proposal Presentation Workshop
Wednesday 12-7
    Final In-Class Group Work Day
Friday 12-9
Due today   MWP 3 (Your group's final draft of the Proposal and Final Proposal Storyboard are to be submitted in D2L in the designated Dropbox folders before you come to class today.)
    Group Storyboard/Proposal Presentations
    Group/Self Evaluations

No Journal
No Rhetorical Grammar Quiz

Unit 5 Reflective Portfolio & Reflective Memo
Week 17: FINAL EXAM WEEK December 12th-December 16th

Final Exam Meeting: Tuesday, December 13th 8:00-10:00 AM

No final exam for this course. Instead, you will prepare and submit MWP 5, the Reflective Portfolio and Reflective Memo.