

Fall 8-15-2008

## ENG 3005-002: Technical Communication

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English 3005: Technical Communications  
Fall 2008

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Office Hours: M, 8:30-10; T, R, 9:30-11:00  
& by appointment

**Texts/Materials**    *Technical Communications*. Ed. Mike Markel. Bedford/St. Martin's, 2007.

**Requirements**

1. Writing Projects	145 points
• Project 1: Writing in the Workplace	15 points
• Project 2: Definition/Description	20 points
• Project 3: Evaluative Report	25 points
• Project 4: Translation of a Specialized Term	30 points
• Project 5: Proposal	40 points
• Project 6: Instruction Writing	15 points
2. In-Class Writing, Quizzes	35 points (approx.)
3. Participation	20 points
<b>Total:</b>	<b>200 points</b>

**Grading Scale:**

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
Below 59%	= F

**Goals**

The main goal of this course is simple: to help you develop your writing and communication skills so you can use them as functional and persuasive tools in your chosen career. To achieve this end, each writing project will not only stress the broader concerns of writing (such as, clarity of purpose, development of ideas, invention and sentence strategies), but will also introduce you to strategies of document design, audience accommodation, and visual rhetoric.

**Responsibilities**

Be in class on time and prepared (which includes having your textbook and any required handouts).  
Complete your major writing projects on time.  
Have a notebook for class notes and for in-class writing activities.  
Keep all drafts of writing projects.  
Participate actively.

**Evaluation**

For each writing project, I will handout an assignment sheet that specifies the requirements, due date, expectations, and grading criteria. Usually the grading

criteria will emphasize particular concepts that we will be discussing in class for that assignment. However, superior papers are always those that express purpose clearly, that are well designed (in respect to format and overall look), and that are stylistically polished.

Since we will be following the idea of “writing as a process” — the idea that good writing comes from continual rethinking and revising of form, content, and style — it is important that you begin the writing for each project as quickly and possible, so that you can identify weaknesses and resolve them before the final draft is due.

### *Submitting Assignments*

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Unless otherwise indicated, all assignments are due on the date specified on the assignment sheet. Papers turned in after the due date will be penalized five points for each calendar day they are late — unless you have made prior arrangements with me. I will not accept work that is more than one week late.

Although I encourage you to turn in your projects in class on the due date, you have until 4:00 p.m. on the due date to turn in your work (either to me or in my mailbox, 3155 Coleman Hall). In other words, I want you to be in class on that day regardless of the status of your work.

Note: You may email me your assignments. In most cases, I prefer this method. If you do submit via email, please send your papers as attachments (preferably as a RTF file). Also, bear in mind that when you submit an electronic document, you are entirely responsible for the format of the documents, which includes any visual aids.

### *Revisions*

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You may revise selected assignments. In fact, I encourage you to do so. However, you must speak with me before you submit the revision (so we can arrange a conference to discuss writing strategies), and you must turn in the revision within seven days of receiving the final paper back from me. You must meet these two stipulations for me to accept your revised paper.

### *Attendance Policy*

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Most of our class time will be spent discussing the writing projects you’re working on, which we will discuss as a class or in small group workshops or in individual writing conferences. It is vital that you are in class all the time. I usually allow two absences or personal days. After that (on the third unexcused absence), you will lose 5 points from your final grade for each unexcused absence. If you miss more than 4 classes, you will receive an F for the course.

### *Participation*

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This is not a lecture course. The success of the course depends on your active and continued involvement. Approximately 25% of your final grade is based on your participation and your active involvement in class activities. You can assure yourself the full 25% by being in class, prepared, and participating fully in class activities.

### *Plagiarism*

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Since the university is a place of ideas, discussion, and reflection, it views plagiarism — the taking of others’ ideas as one’s own — very harshly. The penalty

for plagiarizing is swift and severe. You will receive an immediate F for the course and notice will be given to the Office of Judicial Affairs. If you have any questions about plagiarism – however small – please talk to me before you turn in your work.

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*Electronic  
Writing Portfolio*

This course is a writing-centered course and, as such, your papers satisfy the requirements for the Electronic Writing Portfolio. If you plan on using work from this course for your EWP, I ask that you complete this before Thanksgiving Break.

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*Conferences*

If you are having any problems with a paper, I encourage you to come by and see me during my office hours or make an appointment for a more convenient time. I will be more than happy to talk any number of times about a single paper or particular writing problem.

Of course, you may email me (rlbeebe@eiu.edu), which I will respond to as quickly as I can (usually within 24 hours during the week).

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*Computer  
Etiquette*

You're welcome to bring your notebook computer to class. However, I ask that you observe common rules of etiquette and decorum when you use it. In brief, you may use it to take notes or complete an in-class writing activity. You may not use it for anything not related to class work.

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*Students with  
Disabilities*

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

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January 9, 2007

- Intro to each other (writing exp.)
  - Write down email address/ name
- Overview of course
  - Writing is hard work . . . but a necessity
  - Fact: more you're promoted, more writing responsibilities you have
  - Fact: not only will you likely change careers (not jobs) several times in your life, but you will more than likely have a career for which you're not specifically trained.
- The goal for this course is simple: when confronted with a writing situation (when you're gone from the university), help you identify the most important ....
- Basically, I would like you to forget all that you think you know about writing; throw it out the window and approach this class with an open mind. By open mind, I mean approach the writing projects as actually something you might do in the workforce. I assume that there are any number of ways to complete a writing project, so forever get out of your head that there is just one way. . . However, there are always very real constraints to writing, contexts. You must be able to understand each writing project explicitly.
- Most of the strategies you use as a student simply won't work in the real world. (cf. Anderson, Chapter 1)
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- Content, Form, Style
- Audience
- What will we be doing in this course?
  - Series of writing projects each of which is quite different from the other and most of which you have never done before (or if you have done them before) you probably haven't done in the same way
  - Goal of each: Writing for purpose, clarity, and audience.