ENG 3005-001 Course Policy
Technical Communication
11 am MWF, 3130 (odd weeks) & 3120 (even weeks) Coleman Hall

Dr. Tim N. Taylor
Office: 3785 Coleman Hall
Office Hours: MWF 8:00-9:00, 10:00-11:00 am or by appointment
email: tntaylor@ciu.edu

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”
~Ralph Wahlstrom, The Tao of Writing

“Whoever does not study rhetoric will be a victim of it.”
~Ancient Greek wall inscription

“Having to say something is a very different matter from having something to say.”
~John Dewey, How We Think

Texts

Materials
Writing instruments, paper, paper clips, a good college dictionary, a typewriter or computer, and other appropriate supplies

Course Description
Practice and instruction in technical writing and creating documents used in professional settings. Focus on increasing proficiency in effective writing and developing strategies for document design, accommodating specialized and non-specialized audiences, visual rhetoric, and Web publishing. Writing-Centered.

Student Learning Objectives for this Course
Students will...
- Refine writing and editing skills learned in previous writing courses
- Recognize the responsibility of technical and professional writers to communicate clearly and concisely to satisfy an audience’s need for information
- Understand the value of professional and technical writing for readers in the world of work
- Demonstrate college- and professional-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading
- Write purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom it is directed
- Develop research skills, including effective use of source materials and the principles of documentation
- Collaborate effectively in teams
• Learn and implement principles of effective document design

Expected Performance Outcomes
Students will exhibit the ability to:
• Analyze the need for a document in terms of a rhetorical situation to be addressed, the context of the writing project, the purpose of the document, and the audience’s needs
• Select an appropriate document format and writing style for a given writing situation
• Select and design simple graphics and integrate them logically into written text
• Revise and edit for clarity and correctness, and produce professional-looking final documents
• Distinguish between objective and subjective language
• Conduct library, electronic, and field research effectively
• Document sources appropriately within reports
• Work effectively and ethically in a group writing project and group presentation
• Write clear, concise prose in Edited American English

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting—especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve debated/pondered/listened/read/explored beyond the surface.

Course Requirements
Class consists of in-class writing activities, discussions of assigned reading, peer review sessions, small and large writing assignments, team assignments, formal and informal presentations. You can count on pop quizzes. I also have a participation grade and a writing process grade. Active and constructive class participation can make a positive impact on your overall grade.

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

Response/Analysis Memoranda
On most Mondays you are assigned to write a response/analysis memo (addressed to me) on a topic related to professional communication/technical writing. These memoranda are designed to have you reflect on and analyze concepts, precepts, ideas, and issues regarding professional communication or writing in general.

Depending on what text you’re responding to, the memo may focus on an author’s main point in one section of the article, an assumption within his or her argument, or specific details in the text that you want to closely analyze and respond to.

As for what texts to write in response to, here are some good candidates:
• A section of a chapter in Markel’s Technical Communication
• EIU Writes: http://eiuwrites.blogspot.com/
• Pros Write: http://proswrite.com/
• Presentation Zen: http://www.presentationzen.com/presentationzen/
In each memo, you need to offer a concise introductory paragraph that provides a brief introduction/context and a strong “bottom-line”: to whom/what you’re responding along with the thesis or controlling idea/s of your response/analysis memo. You need to spend most of the memo analyzing and responding to the author’s point/s or assumptions rather than summarizing the concepts or ideas since the reader of the memo (me) has probably read the text. These documents are not exercises in summarization. They need to be focused on your analysis and your thoughts in response to the reading material.

Your Instructor
If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, we can also make arrangements to meet at other times to better accommodate your schedule.

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

Attendance, Late Work Policy, and Expectations
Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

However, lack of planning on your part does not constitute an emergency on my part.

You have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time that the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it’s an extreme situation, I typically grant an extension of a day or two for late assignments.

I do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a class in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student’s participation grade.

Although I keep accurate records of your grades and progress, I expect you to keep track of your grades. You should document all your point totals for essays, journals, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone.
A Note on Professionalism
Unless otherwise indicated, all class work must be typed. If an assignment isn’t typed, I will not accept it.

Email Policy
I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:
- Have a clear and concise subject line that provides gist of the email, such as “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Dr. Taylor:” or “Dear Dr. Taylor:”
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See page 4 of my course policy.”

Opportunities for Revision
Students have the opportunity to revise three major documents: Article Analysis Memo, Recommendation Report, and the Sustainability Project Report. Time allotted for revision is usually one week from the day they are ready to be passed back in class. I will not grade revisions unless the original graded document is submitted with it. If you choose to revise, it should help your overall grade; however, I expect deep revision, not just surface editing.

Using the Writing Center
I encourage you to use EIU’s Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 40 minutes.
Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: “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 this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) the information is located.

For further clarification, here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else’s work or ideas as one’s own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source.
- Taking someone else’s writing, changing some of the words, and not identifying the source;
- Taking someone else’s ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student’s writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student’s own work; or
- Purchasing or downloading papers or passages from the Web.

A Social Contract of Honesty

In this class, there is a social contract between the instructors and students that the work submitted will be the students’ own documents, not someone else’s work. To put it simply, do your own writing.
**Class Conduct**

Our classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

**Guidelines to Abide by in Any College Course:**
1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others’ opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it’s an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.
### Composition of the Overall Grade
*(all assignments and point totals are tentative)*

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>50</td>
</tr>
<tr>
<td>Discussion, in-class writing, small group work, informal presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Review Grade</strong></td>
<td>30</td>
</tr>
<tr>
<td>10 points available for every Peer Review</td>
<td></td>
</tr>
<tr>
<td>3 peer reviews x 10 points</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>tbd</td>
</tr>
<tr>
<td><strong>Shorter Writing Assignments</strong></td>
<td>160</td>
</tr>
<tr>
<td>Memo of Introduction (Individual)</td>
<td>10</td>
</tr>
<tr>
<td>Response/Analysis Memoranda</td>
<td>100</td>
</tr>
<tr>
<td>(Individual, 10 @ 10 points, 12 assigned)</td>
<td></td>
</tr>
<tr>
<td>Progress Reports 1, 2, and 3 (Individual)</td>
<td>30</td>
</tr>
<tr>
<td>Interpretive Graphic (Individual)</td>
<td>10</td>
</tr>
<tr>
<td>Feedback Memorandum (Individual)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Formal Business/Technical Documents</strong></td>
<td>700</td>
</tr>
<tr>
<td>Article Analysis Memo (Individual)</td>
<td>100</td>
</tr>
<tr>
<td>Brainstorming Memo (Individual)</td>
<td>50</td>
</tr>
<tr>
<td>Project Proposal (Individual)</td>
<td>100</td>
</tr>
<tr>
<td>Revised Proposal and Contract (Team)</td>
<td>50</td>
</tr>
<tr>
<td>Recommendation Report (Individual)</td>
<td>100</td>
</tr>
<tr>
<td>Sustainability Project (Team)</td>
<td>200</td>
</tr>
<tr>
<td>Reflective Memo (Individual)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sustainability Project Presentation</strong> (Team)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Team Evaluation</strong></td>
<td>tbd</td>
</tr>
<tr>
<td>100 points per person—team members will grade your contributions, work ethic, collaborative attitude, and punctuality in regard to the Sustainability Project</td>
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</tbody>
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**Grading Scale for Formal Documents:**

- 100-92% = A
- 91-90 = A-
- 89-88 = B+
- 87-82 = B
- 81-80 = B-
- 79-78 = C+
- 77-72 = C
- 71-70 = C-
- 69-60 = D
- 59 and below = F

**Overall Grading Scale:**

- 100-90% = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59 and below = F
ENG 3005 Syllabus
Fall 2012
All assignments and due dates are tentative

Week 1: 3130 CH
M 8/20  Introductions and Introduction to the Course
        Introduction of the Writing Assignment: Article Analysis Memo
W 8/22  Ch. 1 & Ch. 14 (p. 362-67, 377-79)
        Course Policy Quiz due
        Memo of Introduction due
F 8/24  Ch. 5, Ch. 6 (p. 113-132)

Week 2: 3120 CH
M 8/27  Classical Rhetoric, Persuasion, and Technical Communication
        Response/Analysis Memo due
        Bring possible articles for analysis to class
W 8/29  Using APA Style: Summarizing, Paraphrasing, and Quoting
        Ch. 2, Appendix A, Appendix B (p. 640-56)
F 8/31  Preparing for Peer Review
        Comp. Day

Week 3: 3130 CH
M 9/3   Labor Day (no class)
W 9/5   Peer Review
F 9/7   Article Analysis Memo due
        Introduction of the EIU Sustainability Project
        Guest Speaker: Ryan Siegel

Week 4: 3120 CH
M 9/10  Ch. 16
W 9/12  Mandatory Conferences (no class)
F 9/14  # Hackler, “Guidelines for Client-Based Projects”
        Brainstorming Memo due

Week 5: 3130 CH
M 9/17  Ch. 3
W 9/19  Ch. 8
F 9/21  Ch. 9

Week 6: 3120 CH
M 9/24  Peer Review
        Response/Analysis Memo due
        Project Proposal due
W 9/26  Introduction of Writing Assignment: Recommendation Report
        F 9/28  Ch. 11 (p. 253-83)

Taylor
Week 7: 3130 CH
M 10/1    Ch. 4 & Ch. 19
W 10/3    Comp Day
F 10/5    Fall Break (no class)

Response/Analysis Memo due

Week 8: 3120 CH
M 10/8    Mandatory Conferences with Teams during class
W 10/10   Revised Proposal and Contract due
F 10/12   Comp Day

Response/Analysis Memo due

Week 9: 3130 CH
M 10/15   Ch. 17 (p. 458-61, 464-71)
W 10/17   Comp Day
F 10/19   Progress Report 1 due

Response/Analysis Memo due

Week 10: 3120 CH
M 10/22   Comp Day
W 10/24   Peer Review of Recommendation Report
F 10/26   Research Day/Meeting Day for Teams (no class)

Response/Analysis Memo due

Week 11: 3130 CH
M 10/29   Recommendation Report due
W 10/31   Ch. 12
F 11/2    Ch. 22

Progress Report 2 due

Week 12: 3120 CH
M 11/5    Conferences with Teams (no class)
W 11/7    Ch. 21
F 11/9    Ch. 21

Response/Analysis Memo due

Interpretive Graphic due

Week 13: 3130 CH
M 11/12   Conferences with Teams (no class)
W 11/14   Comp Day
F 11/16   Ch. 10

Introduction of the Reflective Memo & Team Evaluation

Progress Report 3 due

Thanksgiving Break
Week 14: 3120
M 11/26    In-Class Conferences with Teams
W 11/28    Sustainability Project Presentations
F 11/30    Sustainability Project Presentations

Week 15: 3130
M 12/3     Comp Day
W 12/5     Sustainability Project due
F 12/7     Introduction of the Feedback Memo
            Comp Day

Final—W 12/12 10:15 am: Team Evaluation, Reflective Memo, & Feedback Memo due