Summer 2015
English 219:501
Technical and Professional Writing
Online
CRN: 40847
Dates 6/1/2015-7/25/2015

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5:00PM, and f-2-f by appt.

Overview/Course Description: This class will introduce you to methods of effectively communicating technical information to general audiences. You will also develop an understanding of theories of technical communication and practice technical communication in many forms. With an eye constantly focused on audience needs and expectations, we will plan, organize, draft, revise, and edit technical communication. We will learn that the content and appearance of each written document must be appropriate to the intended audience.

Course Objectives:

Communicate effectively
- Identify, analyze, and target readers/listeners.
- Articulate your communication purpose and employ appropriate rhetorical strategies in the service of that purpose.
- Demonstrate facility with ideas and language.
- Analyze and synthesize information in sophisticated and complex rhetorical/logical structures.
- Devise and employ effective document design.

- Know and be able to modify conventional formats such as manuals, technical reports, and other standard professional documents.

Conduct relevant, professional, and innovative research, both primary and secondary
- Understand and implement appropriate strategies for gathering information.
- Integrate the ideas and language of various sources.
- Document sources and research professionally.

Required Text:
Technical Communication, Tenth Edition, Mike Markel. ISBN: 978-0312-67948-4 (be sure to get the TENTH edition)

Instructor Information: You can also make appointments for office visits or can email me in between 8:00 am and 5:00 pm M-F. Please email me through out Blackboard Messages. I am not online before 8:00 am and after 5:00 pm, and I am off-line during the weekend.

Free tutoring is also available at the Learning Center or at onTRAC. **Online tutoring is also available. To schedule a session, call 505-925-8907**. For more information, please go to http://www.unm.edu/~tutor/

Attendance Policy:

- Attendance and overall participation will be measured by weekly work on UNM Blackboard Learn. Students are responsible for submitting a weekly assignments and quizzes by Wednesdays and Saturdays 11:59 PM. **Students who miss more than 2 assignments will be dropped. Two incomplete assignments equal one absence.**
- Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.
- **Students who miss the first assignment and do not contact me in the first week will be dropped.**

Late Policy:

Because all assignments and all quizzes are posted at the beginning of the semester, I do not accept late assignments or offer "make-up" quizzes.

Revision Policy:
You have the option to revise assignments that you received a 70% or below. These revisions are due by the Sunday deadline of the next assignment. Only one revision per assignments 70% or below.

Email Netiquette Policy:

Please keep the following in mind when you write e-mails:

- *Include an informative subject line.* In **every e-mail you write to me,** the subject line should contain a descriptive phrase specifically about the problem. For example, **"Problems with Nouns Worksheet in Lesson 5, question 4"** is clear and helpful, but **"Nouns Worksheet"** is not. Unclear subject lines slow my response because I do not have enough information without having to ask you for clarification.
- *Include a salutation.* Professional E-mails usually include titles and last names and begin with "Hello," "Greetings, " "Dear," or some other polite address. When you write to me, please call me **Dr. Martínez**. Informal words of address, such as **"Hey,"** are never appropriate and are often rude. If we run into each other off campus or if you contact me after the class is completed, I do not care if call me by my first name or if you use my title. You decide. However, part of College English is learning when and how to use proper diction and registers of language; in a formal setting like a college course, professional titles are required.
- *Include a closing.* Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address (example: cookypants@unm.edu). Some examples of appropriate phrases are "Sincerely," or "Thank you for your help,".

- *Capitalize only the first word of a complimentary close*. If you close your e-mail with a multi-word phrase such as "Thank you," note that only the first word takes an initial capital letter.
- *Use short paragraphs*. Legibility on the screen is not as good as legibility on paper. Therefore, please use short paragraphs (in general, 3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- *Do not use instant-messaging spelling*. If u want 2 b treated like a pro, write like 1☹.
- *Adhere to the conventions of Standard English*. Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check or "**Enable HTML Creator,**" a tool located above the right hand side of the text box in Blackboard Learn Messages. In addition, the computer does not catch all errors (form/from), so give your document one final edit before submitting or sending it.
- *DO NOT SEND ALL CAP MESSAGES.* All capital letters means you are screaming at the person to whom you are writing. In an online class, this would be considered inappropriate behavior. If you wish to emphasize a point, underline it or put it in bold font.
- *You must use capital letters when needed.* The first letters of the first words of sentences must be capitalized, and "I" is capitalized when you use it as a pronoun, e.g. I need your help on problem 6, page 456, in the textbook.

Plagiarism:

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to http://library.acadiau.ca/tutorials/plagiarism/.

Equal Access:

Accessibility Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Very Important:

- Students who fail to log in and complete the assignment for Week One will be dropped to make room for those on the waiting list.
- Students who fail to complete 75% of the work for this course by the Census Date will be dropped.
- No late work is accepted in this course; if you go out of town during the semester, plan to log in remotely and finish your work prior to the deadline.
- The textbook is required and must be purchased prior to the first week of class. No exceptions will be made to assignment due dates for students who do not buy the book promptly. A copy of the text is on reserve in the UNM-VC library. (Two-hour limit for use in library only.)
- I am not online on the weekends. Please plan accordingly.

Assignment Calendar
NB—this syllabus is subject to change

- The assignment syllabus is a tentative schedule of assignments. Any changes will be announced in class and will be posted on our Blackboard Learn announcements.

Required Work and Grading	
• 16 Weekly quizzes: 5 points each	80 pts
1. Business Letter/Blog Post	30 pts
2. Résumé	30 pts
3. Informational Report	30 pts
4. Document/Web Evaluation and Design	30 pts
5. Graphic Design	30 pts
6. Definitions for Two Distinct Audiences	30 pts
7. Writing Coherent Documents Exercise	30 pts
8. Abstract of Proposal	30 pts
9. Proposal Draft	40 pts
10. Proposal	200 pts
11. Technical Report Memo	30 pts
12. Annotated Bibliography	70 pts
13. Technical Report Draft	40 pts
14. Technical Report	200 pts
15. PowerPoint	100 pts
• Total Possible Points:	1000 pts

There are 1000 points possible. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F. You need a "C" (73% or 730 points) to pass this course.

Week 1   **Wed 6/3**   **Read:** Ch1 "Introduction to Technical Communication" (2-16), and Ch14 "Writing Correspondence" (370-398)   **Due:** Quiz 1, Introductions, and Assignment 1: Business Letter

Sat 6/6
Read: Read: Ch 2 "Understanding Ethical and Legal Considerations" (17-39), and Ch 15 "Writing Job Application Materials" (398-439)
Due: Quiz 2, and Assignment 2: Résumé

Week 2
Wed 6/10
Read: Ch 3 "Writing Technical Documents" (40-56) Read: Ch 5 "Techniques for Learning About Your Audience" (84-118); Ch 14 "Writing Correspondence" (371-397)
Due: Quiz 3, Assignment 3: Informational Report: inquiry letter, claim letter, or adjustment letter

Sat 6/13
Read: Ch 11 "Designing Documents and Web Sites" (260-304), and Ch 13 "Reviewing, Evaluating, and Testing Documents and Web Sites"
Due: Quiz 4, and Assignment 4: Evaluation of a document or a Web page design

Week 3
Wed 6/17
Read: Read: Ch 12 "Creating Graphics" (305-349)
Due: Quiz 5, and Assignment 5: Graphic Design Evaluation

Sat 6/20
Read: Read: Ch 8 "Communicating Persuasively" (182-202) and Ch 20 "Writing Definitions, Descriptions, and Instructions" (563-605)
Due: Quiz 6, and Assignment 6: Definitions for Two Distinct Audiences

Week 4
Wed 6/24
Read: Ch 20 "Writing Definitions, Descriptions, and Instructions" (563-605) and Ch 9 "Writing Coherent Documents" (203-226)
Due: Quiz 7, and Assignment 7: Writing Coherent Documents Exercise

Sat 6/27
Read: Ch 16 "Writing Proposals" (439-466)
Due: Quiz 8, and Assignment 8: Abstract stating the RFP you are responding to, and a brief description of your Proposal Project

Week 5
Wed 7/1
Read: Ch 10: "Writing Effective Sentences" (227-257)
Due: Quiz 9, and Assignment 9: First Draft of Proposal

Sat 7/4
Read: Appendix C "Editing and Proofreading Your Documents" (713-739)
Due: Quiz 10, and Assignment 10: Final Draft of Proposal

Week 6
Wed 7/8
Read: ***First, skim the following chapters to decide what type of report you want to submit, and then go back and carefully read the chapter describing your chosen report***

- Ch 8 "Communicating Persuasively" (182-202)
- Ch 20 "Writing Definitions, Descriptions, and Instructions" (563-605)

Due: Quiz 11, and Assignment 11: Technical Report Memo

Sat 7/11
Read: Appendix B "Documenting Your Sources APA, IEEE, and MLA Styles" (667-712)
Due: Quiz 12, and Assignment 12 Due: Annotated Bibliography

Week 7
Wed 7/15
Due: Quiz 13, and Assignment 13: Draft of Technical Report

Sat 7/18
Due: Quiz 14, and Assignment 14: Final Draft of Technical Report

Week 8
Wed 7/22
Read: Ch 21 "Making Oral Presentations" (605-634)
Due: Quiz 15, and Assignment 15: PowerPoint Presentation of Technical Project

Sat 7/25:
Due: Quiz 16