

Syllabus¹
English 219:502
Technical and Professional Writing
(CRN: 37884)
Spring 2017 (1/16 – 5/4)
Tues/Thurs 10:30 – 11:45
Location: Health Sciences (VAHS) 103

Contact

Instructor: Sandra Alden

Office Hours: Thursdays 12:00 – 1:00, and gladly by appointment

Office: Academics, Room 113

Phone: (505) 925-8634

Leave message: (505) 925-8600

Email: salden@unm.edu

Aims and Outcomes of English 219

Overview

In this course, you will examine and create documents from a variety of workplace writing genres. You will learn traditional conventions and explore creative avenues of professional writing. From one-page memos to PowerPoint presentations to multi-page reports, you will learn how to analyze the purpose of your document, assess your target audience, and navigate the constraints that apply to professional writing genres. Additionally, you will use multiple mediums and technologies to present information effectively to twenty-first century readers and viewers.

Throughout the semester in English 219, you will progress toward designated student learning outcomes:

Analyze Rhetorical Situation

Students will analyze the subject, purpose, audience, and constraints that influence and determine what kind of document (genre) they will write.

Find and Evaluate Information

Based on their rhetorical analysis, students will gather information from professional, academic, and government sources; they will evaluate the information they find for quality and validity.

Compose Documents

Students will develop strategies for generating content and organizing it into a logical structure that is appropriate for their intended users; they will consider ethical influences

¹ Some elements adapted from the *UNM Core Writing Handbook* and Brian Hendrickson's syllabus for English 219.

for the documents they compose; they will work effectively with others to create documents.

Present Documents

Students will edit and revise their writing to provide unambiguous meaning and coherent structure; they will incorporate visual elements to improve understanding; they will create an overall design that enhances readability and shows professionalism.

Materials

Equal access

If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see me as soon as possible so that we can work together to address your needs.

Accessibility Services, located in Student Services, provides academic support to students who have disabilities. Their phone number is 925-8560 and their website is <http://www.unm.edu/~vcadvise/equalaccess.htm>. If students have a legitimate disability, 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 cases.

Required materials

- *Technical Communication*, Eleventh Edition by Mike Markel, Bedford/St. Martin's: Boise State University. Copyright: 2015 / Format: Paper. ISBN: 978-1-4576-7337-5
- Regular access to a computer with Microsoft Word.
- A digital storage device (thumb drive or flash); cloud service; or other method to save documents and multimodal projects.

Access to Learn

This course will be Web-enhanced on the Learn classroom management system. You can access it at <https://learn.unm.edu/>. You will complete a tutorial teaching you how to use this site during the first week of class. I'll post the syllabus there as well as writing assignments, grading standards, assigned readings, quizzes, and discussion questions. In addition, you will need to use Learn for submitting your homework and writing assignments. **All writing assignments must be completed in Microsoft Word**, and submitted electronically (through the Assignment Drop Box) via Learn. Do not submit assignments in any other word processor format (such as Microsoft Works, Pages, or WordPerfect) because I will use Word features to comment on your work.

Adobe Acrobat Reader

You will need Adobe Acrobat Reader (which can be downloaded free from the Internet) to access certain documents on Learn.

Policies and Requirements

Syllabus

This syllabus is a contract between us. Please recognize that you are responsible for the policies on these pages. However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

Respectful campus policy

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. **UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder: <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>.** All communication with me and with your classmates (by email, Discussion Board, or in class) must be in compliance with the Respectful Campus Policy: <http://policy.unm.edu/university-policies/2000/2240.html>.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 at <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). Find more information on the campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>

Course participation and conduct

I like to have lively discussions in the classroom: you are invited to contribute questions and comments, to debate and explore ideas. However, you are expected at all times to contribute constructively to the learning environment. In order for everyone to participate fully, and in accordance with UNM campus policy, **you are responsible for expressing utmost respect for your classmates and for me as your instructor at all times.** I will base your class-participation grade on the work you do (and sometimes turn in) during class and on your contributions to in-class activities and discussions. Grades for in-class contribution are scaled as follows:

In-class Participation Grading Scale	Student is more than 10 minutes late	Student is absent	Student is disruptive (surfing, texting, talking, etc.) or unprepared (does not have homework, rough draft, etc.) during most classes	Student participates constructively in class activities and discussions / listens when others are speaking	Student demonstrates initiative / offers relevant commentary to at least half of the in-class activities and discussions / listens when others are speaking	Student contributes notably and consistently to in-class activities and discussions / offers insightful commentary and listens attentively when others are speaking / (or student may keep a journal in Learn)
Course Grade			0 - 72	73 - 79	80 - 89	90 - 100
Points Deducted	-1	-2				
Absences incurred	.5	1	0/1			

Journal option. Everyone is expected to contribute to a positive learning environment; however, to earn the maximum points for class participation, students who attend class may also keep a journal in Learn, to be turned in at the end of the course. In-Class Journal submission and grading will follow these guidelines:

- Students must be in class for all days with entries in the Journal.
- Entries must be made after each class and before the next class.
- Entries must be questions or comments relevant to that day's class discussion, activities, or lesson.
- The Journal is due (that is, no further entries will be considered after) the same date as the last assignment due date for the course.
- The Journal (commentary/questions) will be assessed on the demonstration of student engagement with class topics.
- At the end of the semester, the Journal will be considered as in-class participation and factored into the In-Class Participation grade.

Do not text, listen to your iPod, read a magazine, or view material unrelated to course work on your laptop when class is in session. Cell phones must be turned off and put away before class starts. I will ask you to leave the classroom (and take an absence) if you are disruptive, unprepared, or disrespectful. **If you ever feel unsafe on campus, please call security at (505) 925-8570.**

Attendance and Coming to Class Prepared

Being present, on time, and well prepared is important in the workplace and at the university. In English 219, each class session is designed to progress toward the next. If you do not come to class or come to class unprepared, you will miss not only that day's instruction but also the background and preparation for the next class. **All absences will affect your grade.**

Because students who miss two weeks—or one-eighth of a sixteen-week semester—generally have missed too much work to make up, **you may be dropped from the course if your absences total four.**

I understand that problems occasionally arise and absences or lack of preparation sometimes cannot be prevented. I highly encourage you to let me know as far in advance as possible. Whether you contact me or not, **you are responsible for turning in all assignments and for viewing the course calendar after each class to prepare the reading and assignments due for the next class.** *Unless I have an additional announcement to make, I do not send email prompts for class preparation.*

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A. If you, your instructor, or the Dean of Students, initiates a drop after the end of the third week in a sixteen-week semester, you will receive a W. Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.
- B. If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.
- C. In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning either a grade below C or a W. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA. See the above description of a W.

Public Nature of the Classroom

Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others; in this course, our purpose is to come together as a writing community. Remember that students will often be expected to share writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions from other writers.

UNM email must be used to transmit all correspondence; please do not use the email system in Blackboard Learn. Remember e-mails are not informal discourse; please use proper business format for all correspondence especially when sent electronically.

Assignment Submission

Note: I do not accept late assignments; however, I am always happy to work with you before the deadline if you have questions or concerns about an assignment. Feel free to contact me before or after class or via email if you need assistance with an assignment. Also, you are invited to visit me in my office during my office hours on Thursdays, from 10:30-11:30, or by appointment. Technology does fail, so please back up all of your work (on a thumb drive, disc, cloud service, or by emailing yourself your assignments). ***I will not accept late work due to technological failures. Failure to meet the deadline will result in zero points.***

We will have discussion boards, quizzes, and other in-class or take-home work that will help ensure you stay up with the readings and scheduled assignments. However, please note that you are responsible for all of the readings and for incorporating that information in your assignments. **Whether or not we have a quiz over the assigned readings, you are expected to read the material and demonstrate your understanding of it in your projects.**

Revision

Revision is an important tool for a writer's growth, and you will be revising your major assignments through peer review and instructor feedback before turning them in for a grade. However, **once you have received your grade you may revise your major assignments, one more time, and submit them to me for re-grading. Revisions to the instructor must be submitted within the following guidelines:**

- Your original submission to me must constitute a reasonable effort to complete the assignment.
- Your revision for any major assignment is due one (1) week after your graded project has been returned (or posted on Learn).
- A successful revision is one where you take into account not only my commentary but also your vision for how the document can be improved within the assigned genre.
- Every revision must be accompanied by a memo (100 – 200 words) detailing the changes that have been made to the document. (The format for revision memos will be explained in class).
- A revision submission missing one or more of the required elements will not be graded.

Note: There is no guarantee that a revised paper will get a better grade; however, your grade will not go lower than that of your original. If your paper is improved, you will receive the higher grade; if not, the original grade will stand.

Discussion Board

In order for you to receive credit for your Discussion Board posts, you will need to do the following:

- Write substantive answers to the questions. Focus on contributing constructively to the class discussion.
- Post your comments to the Discussion Board and respond to at least two peers with substantive replies before the assigned deadline: be sure not to merely state that you “liked” or “enjoyed” your peer’s post. Rather, state specifically what you find interesting in their comments, note connections that you see, or ask your peer a question that acknowledges his or her statement and continues the discussion.

Team Work

One of the Student Learning Objectives for English 219 is for students to “work effectively with others to create documents.” Therefore, for Projects 3 (Proposal) and 4 (Infographic), you will work in teams. Collaboration with team members can be fun, exciting, and productive; however, it can also be challenging if there is slacking or other issues. We will take time to discuss your concerns, and each team will create a Conduct Contract that details the guidelines for team member participation and how issues such as unpreparedness will be addressed.

Grade Determination and Semester Assignments

My grading policy takes into account your responsibility to engage the course content: that is, your writing assignments and multimodal projects should demonstrate your understanding and application of the texts, additional assigned readings, assigned research, and Discussion Boards. Your semester grade will be determined as follows:

Percentage Allocation

Assignment	Points
Sequence 1 Resume and Cover Letter	100
Sequence 2 Report	100
Sequence 3 Proposal	275
Sequence 4 Infographic	100
Sequence 5 Technical Description	100
Transmittal/Reflective Memo (2 at 50 pts. Each, 1 at 25 pts.)	125
Peer Review (20 pts. Each)	100
Discussion Board/Quiz/	

In-Class or Take-Home Work (10-25 pts. Each)	250
Class Participation (see chart)	100
e-Portfolio	100
Total	1,350

Points-to-Grade Conversion

A+	96-100+%	B+	86-89.9%	C+	76-79.9%	D+	66-69.9%	F	0-59.9%
A	93-95.9%	B	83-85.9%	C	73-75.9%	D	63.9%		
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%		

Passing and failing grades

A passing grade in English 219 is “C” or higher; **a grade of “C-minus” or lower is a failing grade.**

Plagiarism Policies and Procedures

What constitutes plagiarism? Plagiarism occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. Plagiarism is a type of academic dishonesty that hurts the student, who has plagiarized, and the person whose ideas have not been properly attributed. At the very least, it’s a distraction for the student from developing his or her own ideas; at worst, it constitutes a violation of copyright for an author’s hard work.

Types of plagiarism. Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Possible consequences. The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

Resources

Course Calendar

The following is our Course Calendar, also posted in a separate link on Learn. I reserve the right to change our calendar, but I will always let you know.

Tutoring

Free tutoring is available at the Writing Center in the Learning Resource Center building. Writing Center hours are Monday through Thursday 9 – 6. (Watch for Friday hours starting around mid-September.) Writing Center phone contact is 925-8513.

Office Hours

It is to your benefit to use my office hours. Students who come to office hours often perform well because they become more familiar with the material and because they work on assignments earlier and discover potential obstacles early in the process. If my regular office hours are not convenient for you, please talk with me about making an appointment for a different time. My office hours are Thursdays from 12:00 – 1:00 in Academics, Room 113. My email address is salden@unm.edu. You can also contact me by phone at (505) 925-8634 or leave a message for me with the Academics Office at (505) 925-8600.

Technical Support

If you have questions about computer-related problems, call UNM Information Technologies at 277-5757, M-F, 7:30 – 5:00 pm, Saturday and Sunday 10:00 am – 2:00 pm, or contact UNM Valencia Computer Support at 925 – 8911, M-F, 8:00 am – 5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at the Learning Resources Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.

ENGL 219:502 Technical and Professional Writing Spring 2017 Course Calendar

Instructor: Sandra Alden

Office Hours: Thursdays 12:00 – 1:00, and gladly by appointment

Office: Academics, Room 113

Phone: (505) 925-8634

Leave message: (505) 925-8600

Email: salden@unm.edu

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #1	Tuesday 1/17	Introductions I Syllabus Goals for the course		
	Thursday 1/19	Technical Communication Today Workplace Genres Workplace Writing Process	Chapter 1, “Understanding the Technical Communication Environment” in <i>Technical Communication</i> by Mike Markel (posted as a PDF in the Readings link on Learn)	Take the Quiz on Chapter 1 before class. Set up a g-Mail account. Write at least two questions you have about the course, syllabus, e-Portfolio, or

		e-Portfolio	Watch the Google Sites video: http://screencast-o-matic.com/watch/c2liVreZnf e-Portfolio Prompt	calendar and bring them to class.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #2	Tuesday 1/24	Writing Résumés Project 1: Résumé and Cover Letter	TC Chapter 3 “Writing Documents” and Chapter 15, “Writing Job-Application Materials” Project 1 Prompt (in the Project 1 Assignments drop link on Learn Familiarize yourself with the <i>MIT Career Handbook</i> , especially pages 23 – 54, at the following link: https://gecd.mit.edu/sites/default/files/documents/career-handbook.pdf	Take the Quiz on Chapters 3 and 15 before class. Bring (or have accessible) an electronic copy of your current résumé or a list of your skills
	Thursday 1/26	Writing Cover Letters	View the “Jobs” link at www.monster.com , at the UNM “Jobs” page https://unmjobs.unm.edu/applicants/jsp/shared/frameset/Fra	Bring hard copies of two ads from your future or present career field to class.

			meset.jsp?time=145280326843 Z, or some other site.	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due
Week #3	Tuesday 1/31	Résumé and Cover Letter Workshop		Project 1 Rough Drafts of your Résumé and Cover Letter due in class in hard copy or accessible via computer.
	Thursday 2/2	Ethical and Intercultural Considerations in Technical Communication	TC Chapter 2, "Understanding Ethical and Legal Considerations"	Project 1, Résumé and Cover Letter, due before class uploaded as a Word attachment in the Assignments Drop Link on Learn
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due
Week #4	Tuesday 2/7	Readers for Technical Writing	TC Chapter 5, "Analyzing Your Audience and Purpose" and Chapter 6, "Researching Your Subject" Introduction to <i>Garbology</i> (in the Readings link on Learn)	Project 1 Reflective Memo due before class uploaded as a Word attachment in the Assignments Drop Link on Learn

	Thursday 2/9	Project 2: Analytical Report Problem Identification Conducting Research Primary and Secondary Research Professional Emails and Memos	TC Chapter 17, "Writing Informational Reports" "How to Compose Professional Emails: Some Guidelines" http://cutewriting.blogspot.com/2008/09/how-to-compose-professional-emails-some.html Project 2 Prompt <i>Garbology</i> Chapters 1 and 3 (in the Readings link on Learn) (Optional) watch "The Great Pacific Garbage Patch": http://youtu.be/1qT-rOXB6NI (Optional) watch "The Story of Stuff": http://youtu.be/9GorqroigqM	Professional Email and Memo for Topic Approval sent to your instructor at salden@unm.edu before 11:59 pm Sunday, 9/18.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
	Tuesday 2/14	Project 2: Analytical Report Workshop	TC Chapter 6, "Researching Your Subject"	Before class send me the link or Word copy (if not conducting the survey online) for your Survey or

Week #5		Developing the Primary Research Protocol		the cc for your professional email.
	Thursday 2/16	Project 2: Analytical Report Workshop Punctuation Review	TC Chapter 10, "Writing Correct and Effective Sentences"	Take the Quiz on Chapter 10 before class. Before Sunday, please visit the Student Surveys link, and complete at least two surveys. You may complete any two (and more than two!).
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #6	Tuesday 2/21	Project 2: Analytical Report Workshop Citing sources		
	Thursday 2/23	Project 2: Analytical Report Workshop Peer Review		Project 2, Analytical Report, Rough Draft of the Report due in class accessible by computer
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

Week #7	Tuesday 2/28	Team Building Part I North, South, East, West	TC Chapter 8 “Communicating Persuasively”	Project 2, Analytical Report, due before class uploaded as an attachment in the Project 2 link on Learn.
	Thursday 3/2	Team Building Part II Project 3: Proposal	TC Chapter 16 “Writing Proposals” Project 3 Prompt	<u>Email your Analytical Report to your team members before 11:59 pm Thursday, 10/6.</u>
Week #8	Tuesday 3/7	Creating Effective Documents PowerPoint and Prezi	TC Chapter 21, “Making Oral Presentations”	Team Working Contracts, signed by all members of the team, are due in <u>hard copy</u> at the beginning of class. Professional Email and Memo for Topic Approval sent to your instructor before 11:15 am (in class) at <u>salden@unm.edu</u>.
	Thursday 3/9	Creating Effective Documents PowerPoint and Prezi	TC Chapter 8 “Communicating Persuasively”	

			TC Chapter 21, "Making Oral Presentations"	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #9	Tuesday 3/14	Spring Break No Class		
	Thursday 3/16	Spring Break No Class		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #10	Tuesday 3/21	Project 3: Proposal Workshop Document Design B-CRAP	TC Chapter 12 "Creating Graphics"	Take the Quiz on Chapter 12 before class. Reader Analysis Chart due uploaded as a Word document in the Assignment link on Learn
	Thursday 3/23	Project 3: Proposal Workshop Instructor Conferences		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

Week #11	Tuesday 3/28	Project 3: Proposal Workshop Peer Review		Project 3 Rough Draft of your Proposal and PowerPoint due in class accessible by computer
	Thursday 3/30	Presentations		Project 3 (Team Proposal, Transmittal Memo, PowerPoint, and Script) are due before class uploaded as an attachment by your Team Leader in the Project 3 Assignment link on Learn
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #12	Tuesday 4/4	Project 4: Infographic Infographics	TC Chapter 7 “Organizing Your Information” Video: http://www.youtube.com/watch?v=0VHyKgdbUjU Read and view: http://www.brainpickings.org/index.php/2013/10/08/best-american-infographics-david-byrne/ Read and view: http://www.brainpickings.org/	Before class post the link for an infographic you consider to be well-executed on the Discussion Board (from a site other than the one provided in this calendar); identify the organizational strategy, and explain in detail why you think this infographic is effective.

			ndex.php/2013/08/28/nancy-duarte-mlk-speech/ Web site: http://dzineblog.com/2009/10/27-beautiful-examples-of-infographics.html Project 4, Infographic, Prompt	
	Thursday 4/6	Project 4: Infographic Workshop		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #13	Tuesday 4/11	Project 4: Infographic Peer Review		Project 4 Rough Draft, Infographic, due in class accessible by computer.
	Thursday 4/13	Project 4: Presentations		Project 4, Infographic, due before class uploaded as an attachment by your Team Leader in the Project 4 Assignment link on Learn. Project 4 Individual Transmittal Memo due before class uploaded as

Week #14				an attachment in the Project 4 TM link on Learn.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
	Tuesday 4/18	Project 5: Technical Description	TC Chapter 20, "Writing Definitions, Descriptions, and Instructions" Project 5 Prompt	Take the Quiz on Chapter 20 before class.
	Thursday 4/20	Project 5: Technical Description Workshop		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #15	Tuesday 4/25	Project 5: Technical Description Workshop		

	Thursday 4/27	Project 5: Workshop Peer Review Instructor Conferences		Rough Draft of your Project 5, Technical Description, due in class accessible by computer.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #16	Tuesday 5/2	Project 5: Workshop		Project 5, Technical Description, due before class uploaded as an MS Word document in the Assignment link on Learn.
	Thursday 5/4	e-Portfolio		e-Portfolio due as a URL submitted on Learn by end of class.