
ENGLISH 2210-501 *Professional and Technical Communication*

Fall 2024 from 8/19-12/14

Online, Asynchronous

Professor Dr. Anicca Cox (she/her)

Office Hours (Online):

By appointment

Zoom: <https://unm.zoom.us/j/5943935118>

Email: anicca@unm.edu

Welcome to **Professional and Technical Communication**. I look forward to working with you and getting to know you! My goal for this course is to build classroom community around writing and to provide a meaningful, engaging space for you to learn about yourselves and your peers as you develop your professional and technical writing practice. Key elements of that will include class discussion, peer review, and cyclical writing process.

Course Description (per the catalog):

This course will introduce students to the different types of documents and correspondence that they will create in their professional careers. This course emphasizes the importance of audience, document design, and the use of technology in designing, developing, and delivering documents. This course will provide students with experience in professional correspondence and communicating technical information to a non-technical audience. (EPW)

English 2210 focuses on analyzing rhetorical situations and responding with appropriate genres and technologies; you will be writing for workplace situations, using both text and visual design to convey your messages. ENGL 2210 assignments include the following:

- composing documents for workplace situations that relate to students' professional interests, with an emphasis on elements of design
- ethical considerations related to communication in the workplace
- writing for multi-cultural and international audiences
- working with a team of writers
- using technology

Meets New Mexico General Education Curriculum Area 1: Communication.

Prerequisite: 1120 or ACT English =>29 or SAT Evidence-Based Reading and Writing =>700.

Video description of the course from Dr. Julianne Newmark:

<https://youtu.be/zgRrZb5G9HE?si=vAiPSf9aOEtqwL1O>

Student Learning Outcomes for ENGL 2210

1	Project Planning	Planning, researching, and composing technical documents (as a lifecycle process) in teams and individually
---	-------------------------	---

2	Project Analysis	Identifying a document's readers and a document's context relative to practices of composing for specific global, diverse, and multicultural audiences. Understanding how technical documents occupy and respond to social justice and community service contexts
---	-------------------------	---

3	Content Development	Understanding how genre conventions impact writing. Using contextual information to place specialized information into the appropriate genre
4	Organizational Design	Practicing strong research skills with primary and secondary sources to generate appropriate content. Generating strong research questions and developing clear research practices
5	Written Communication	Composing clear, stylistically responsible prose that avoids errors and pays attention audience needs
6	Visual Communication	Using visual design principles to develop audience-friendly data displays, including charts, tables, infographics, line graphics, and presentations
7	Reviewing and Editing	Across media and contexts, ensuring final clear style, user-centered writing, and error-free spelling and mechanics
8	Content Management	Gaining knowledge of the organization and management of digital and textual information and receive an introduction to information architecture, web content management, and social networking.
9	Production and Delivery	Developing skills in presenting information in multiple modes and in various media: web, paper, oral, and video. Applying delivery skills to emerging technologies.

Instructor Availability

Because this is an online, asynchronous and condensed course, much of the work you will be completing will be done on your own time schedule but guided by class deadlines. That means, finding the best days/times for you to complete work *and* using our course schedule to plan your weekly activities within those days/times when you are working.

I will be available to you at regular intervals in the following ways:

- Weekly Zoom office hours that you can attend to ask any questions, get additional feedback, etc. To schedule, please send me an email the day before to tell me when you want to come.
- Email availability: I answer email each day M-F during reasonable working hours (8-5 ish). I will check email in the mornings consistently so if you email the night previous, expect to hear from me early the next day. I will not let email response lapse longer than 24 hours but

usually it will be less than 8 hours. I will, however, not be doing email correspondence at night or weekends.

- Question forum: use the course question forum to get answers from me or your peers ([link](#))

Important Information about Workflow

- I will grade throughout each week but expect assignments to be due on time. This is because in a condensed course (8 weeks) you won't have time to "catch up" in the way you might in a 16-week course. That means you must work to schedule your time appropriately and effectively.
- Multiple assignments will be due each week and they will be graded the following week.
- Documenting/storing your work: you will need to set up either a OneDrive or a Google Drive to store your work and share that with me so I can provide feedback and so you can save multiple versions and not lose any work.

Deadlines

We will use a grading model called "specs grading" which allows for flexibility and student-guided feedback and assessment. Expect that you will be asked to revise multiple projects using this method. It's a kind of "you did it/you didn't do it" split that lets you know exactly what to improve to get the full grade.

Using specs grading, deadlines work as follows:

- *Best if by date*—the first due date, eligible for full credit.
- *Expired*—more than a week past first due date.

You can always revise for no penalty.

Course Projects

Course projects + Portfolio	80 points
Low-Stakes Writing Assignments (discussion boards, check in, etc.)	20 points
Total	100 points

Course Units and Schedule

***All due dates are in Canvas and linked to submissions page and cross listed in course calendar**

Unit One: Writing to Guide Action	<p>(5 pts) Assignment #1: practicing instructional moves "Muting a Cell Phone"</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Writing instructions • Reviewing and revising • Resubmitting <p>(15 pts) Assignment #2: User Narrative + Instruction Writing</p> <p>Tasks:</p>
--	---

	<ul style="list-style-type: none"> • Writing • Reviewing and reflecting • Visual design components <p>Reading and Discussion #1 Examples and Evaluation Work #1</p>
Unit Two: Writing to Guide Decision Making	<p>(15 pts) Assignment #3: Writing a Guide for decision making “Nutrition Guide” OR (a topic of your choosing)</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Translating a complex, expert driven text into accessible information for a lay audience. • Defining, describing, presenting • Revision of guide • Visual design <p>Reading and Discussion #2 Examples and Evaluation #2</p>
Unit Three: Writing to Report Information	<p>(15 pts) Assignment #4 Report Writing</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Visual presentation of data (Summary and Analysis) • Written report (synthesis and recommendations) <p>Reading and Discussion #3 Examples and Evaluation #3</p>
Unit Four: Writing to Build/Maintain Professional Relationships	<p>(15 pts) Assignment #5 Professional Genres (set of your choosing)</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Thanking • Requesting • Bridging • Visual design <p>Reading and Discussion #4 Examples and Evaluation #4</p>
Unit Five: Portfolio	<p>(15 pts) Assignment #6 Compiling your work into a portfolio</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Defining purpose • Building relationships with audiences • Visual design <p>Reading and Discussion #5 Examples and Evaluation #5</p>

Navigating Online Aspects of this Course

This is a three credit-hour course delivered in an entirely asynchronous online modality over 8 weeks during the Spring 2024 semester. Please plan for a *minimum* of 18 hours per week to learn course materials and complete assignments.

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Tech Support Ticket” link in your course.
- For UNM-Valencia IT Support: (505)925-8911 or create a support ticket <http://valencia.unm.edu/campus-resources/technology-support/contact-ts.html>
- For UNM Web Conference Technical Help: (505) 277-0857
- For issues with Canvas, tutors in the Learning Center can also advise you: email tutor@unm.edu to make an appointment. I am also happy to troubleshoot with you in office hours.

More tips to help:

- Be familiar with your syllabus. It is located on the Canvas home page. Refer to the syllabus throughout the semester when you have questions. Or of course, make use of my office hours.
- Become familiar with the daily “course calendar” and its functions.
- Become familiar with Canvas. Click on all the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Create a routine—here is a suggested routine to help you get started.
 1. Log on! On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.
 2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
 3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
 4. Check Discussions. Read questions I have posted for the week, your classmates’ and my responses, and enter your own answers. Your responses are an important part of your grade, so please take these exercises seriously.

5. Importantly, give yourself ample time to submit work well before the deadline. You can submit work right at midnight, but this practice is risky. For example, computer failures or Internet and Canvas outages may occur. Plan for problems like these because meeting deadlines will help you successfully complete the course.

Navigating Technical Specifications for this Course:

- You will need access to a variety of technical tools, that are available through UNM or are open source (Internet based). These will include: Microsoft 365 tools, web technologies (creating web documents), Canvas access and use of its capabilities, Kaltura media tools (available through UNM's Media Space).
- Regular Internet access
- A document management system (OneDrive, Google Drive etc.)
- UNM Email

Tutoring: Free online tutoring is available through the [Writing Center](#).

Required Materials

- There is no required textbook for this course.
- Subscription to Eli Review (\$25 dollars).

Participation

Participation will be online so this means you must be regularly in the course site, engaging with discussions, responses and peer and instructor feedback.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Academic Integrity/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.acadiu.ca/tutorials/plagiarism/>

AI Statement: Ok, so, it's complicated. With the introduction of software like ChapGPT, using online software to assist in writing has become ever easier. Most institutions view use of these

products as a violation of academic integrity. But AI is also a tool we now have to think about our writing that can be useful. As such, we will be engaging in AI as a part of this course and I will be clear about those expectations. AI will increasingly become a part of our professional landscapes and becoming familiar with it is important. However, please do not use AI to wholly generate your work for this course. I expect you to continue to engage as a composer, reviewer and creator of your own materials actively.

Classroom Community Norms

- Our class is an inclusive environment where everyone is welcome. You and your classmates arrive with different identities, experiences, and opinions. So, please treat each other with **respect**. This means that any racist, sexist, homophobic, transphobic, xenophobic, prejudiced, bullying, language will not be tolerated. Expect to have me address this with you directly if you cross that boundary. I expect us to take the same care with one another online as we would in a face-to-face setting by listening, asking questions and being self-reflective in our interactions with one another.
- I welcome feedback on the course. Come to my office hours, use the question forum or send me an email and I will work to resolve the issues as successfully as possible.
- Harassment of any kind will not be tolerated.

Mandatory Reporting: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Support: [LoboRESPECT Advocacy Center](#), the [Women's Resource Center](#), and the [LGBTQ Resource Center](#) all offer confidential services.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Equal Access: 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. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm> .Pursuant to

the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Required Work and Grading:

We will write in a number of genres and formats for this course. I will let you know about those formal conventions for each assignment. For example, an academic assignment might follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font. A podcast assignment will verbally credit sources and use informal language, etc.

You need a “C-” to pass this course.

Grade scale:

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Student Privacy: Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580

<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Accommodations

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX Statement

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 page 15 -

<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). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>
