

# English 2210: Professional & Technical Communication

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· Online, asynchronous · Office: <https://unm.zoom.us/j/7315512804> · Office Hours: Mondays, 9–11 a.m. MST, or by appointment (please email me to set a time!)

**Incontestably Important Disclaimer:** Information in the syllabus and calendar is reflective of our class (and life, in general)—flexible, tentative, and thus subject to change.

## Course Description

Welcome to English 2210: Professional & Technical Communication! In this class, we'll define your writing goals based on your career aspirations, examine and practice effective communication strategies, develop important documents, and showcase your work in a final project.

## Catalog Description

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.

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 multicultural 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://www.youtube.com/watch?v=zgRrZb5G9HE>

## Course Goals

- Explore and define who we are as communicators and thinkers, considering the impact we have in these roles we're playing
- Interrogate notions of self and subject
- Embrace uncertainty and writing fears
- Turn off (or at least turn the volume down on) our internal critical apparatuses that lead to judgment and criticism rather than unselfconscious generation of language, form and content

- Consider writing and reading as a means by which to enhance social awareness, understanding the implications of what writing does for and to people, how it does it and how to craft language for meeting the challenges of a range of contexts

### **Required Course Materials:**

- Internet access
- Canvas (All readings will live here; no purchase of a text is required. College is pricey! Save that \$\$!)
- Zoom

### **Projects Overview and Evaluation**

#### **Weeks 1-2: Career Plan and Audience Analysis (10%)**

- **Purpose:** To align your writing tasks with your career aspirations and to understand your audience's needs and preferences
- **Deliverables:** A personal career plan and an audience analysis worksheet
- **Learning Outcomes:** Establish the foundation for professional communication tailored to your specific field and audience

#### **Week 3: Resume and Cover Letter (20%)**

- **Purpose:** To create a professional resume and cover letter that effectively showcase your skills and experiences
- **Deliverables:** A draft resume and a cover letter tailored to a specific job or internship
- **Learning Outcomes:** Develop key components of your professional portfolio with attention to document design and audience-specific language

#### **Week 4: Instructional Document (15%)**

- **Purpose:** To practice writing clear and accessible instructions or guides for a non-technical audience
- **Deliverables:** An instructional document or how-to guide related to a tool or process in your field
- **Learning Outcomes:** Hone the ability to communicate complex information in an understandable way for general audiences

#### **Week 5: Ethical Case Study and Global Communication Task (15%)**

- **Purpose:** To explore ethical communication and adapt writing for multicultural audiences
- **Deliverables:** An ethical case study analysis and a global communication adaptation of a previous document
- **Learning Outcomes:** Address ethical considerations and develop cross-cultural communication strategies

#### **Week 6: Peer Review and Document Revision (10%)**

- **Purpose:** To provide and incorporate constructive feedback to improve professional documents
- **Deliverables:** Peer review feedback on a peer's resume or cover letter and revised drafts of your own documents
- **Learning Outcomes:** Enhance documents through peer feedback, refining your ability to assess and improve professional writing

## Week 7: Multimodal Presentation and Portfolio Assembly (15%)

- **Purpose:** To integrate visual and digital communication strategies in a professional context and begin compiling your final portfolio
- **Deliverables:** A multimodal presentation draft and initial portfolio compilation
- **Learning Outcomes:** Explore the integration of visuals and text in communication and start organizing a cohesive professional portfolio

## Week 8: Final Professional Portfolio (15%)

- **Purpose:** To showcase your skills and learning through a comprehensive portfolio of professional documents
- **Deliverables:** A polished professional portfolio including a resume, cover letter, instructional document, multimodal presentation, and a reflective essay
- **Learning Outcomes:** Demonstrate mastery of professional and technical writing skills relevant to your career

## Letter Grades:

A: 100-93 A-: 92-90 B+: 89-87 B: 86-83 B-: 82-80 C+: 79-77

C: 76-73 C-: 72-70 D+: 69-67 D: 66-63 D-: 62-60 F: 59-0

## You will pass this course by earning a C (73%)

How to earn at least a C?

- 1.) Stay in communication with me
- 2.) Submit assignments regularly
- 3.) Meet labor-based grading criteria for assignments
- 4.) Smile\*

\*Kidding—but it can't hurt! 😊

## Course Policies

### Late Work

Assignments are due no later than the date and time posted on Canvas. I understand that we're human, that illness and emergencies happen; that said, **if you email me in advance and set an agreed-upon make-up date with me, I will accept your late work. Late submissions without pre-approval will lose ten percentage points per day for five days, starting the day after the due-date.** Assignments submitted five or more days after the due-date are therefore worth only fifty percent of the total points.

### Diversity Statement

The core value in this class (and, you know, life, in general) is respect. Your voice—and everyone else's—adds value to discussions. Please respect the contributions, experiences (shared and not), beliefs and values expressed by your fellow students. In this classroom, we welcome and benefit from people of all abilities,

ages, citizenships, colors, educational backgrounds, family statuses, genders, gender identities, gender expressions, languages, national origins, political affiliations, races, religions, sexual orientations, socioeconomic statuses, veteran statuses—you get it. Everyone matters. Take advantage of our classroom's diversity; grow from its strengths, its lessons.

### **Attendance**

Because this is an asynchronous class, you have the freedom to take this class on your own time—well...*mostly*. We'll still have deadlines for assignments, including engagement with your peers in workshops and discussion forums. Open communication is key. If at some point, you feel like you're falling behind or unable to participate as actively as you usually would, let me know, and we'll work together to make sure you're keeping on-pace and learning.

### **Credit-Hour Statement**

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

### **Let's Talk!**

If at any moment you find yourself confused about an assignment and/or topic, on the verge of a stress-out, or simply needing to talk about writing, school, life, etc., please don't hesitate to email me and/or schedule a meeting with me. If you're having a punch-in-the-face life experience that's negatively affecting your academic life, I can't help you if I don't know you have something going on. I'll be more than happy to talk and work with you. While I'm not a trained counselor, I can put you in touch with resources on campus to support you in whatever ways you wish.

## **UNIVERSITY POLICIES AND RESOURCES**

### **[UNM-Valencia Learning Commons \(Tutoring\)](#)**

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to: [Learning Commons Bookings](#)

If you are making an email appointment with the Writing Center, email your draft to [tutor@unm.edu](mailto:tutor@unm.edu) after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

These are valuable, free services. The support is there! Why not use it? :)

### **Student Support**

Student Health and Counseling (SHAC) at (505) 277-3136. TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support). LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

### **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 the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu). Or the UNM-Albuquerque Accessibility Resource Center (<https://arc.unm.edu/>) at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506.

### **Title IX**

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University’s programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women’s Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM’s Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO’s [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM’s Office of Compliance, Ethics, and Equal Opportunity at [ceeo@unm.edu](mailto:ceeo@unm.edu). The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

## **Student Support**

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

## **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.

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. 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/>.

## **Responsible Learning and Academic Honesty**

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves presenting material as your own that has been generated on a website, in a publication, by an artificial intelligence algorithm (AI), by another person, or by otherwise breaking the rules of an assignment or exam. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource (such as an AI, article, a friend's work, or a website) in work submitted for this class, document how you used it and distinguish between your original work and the material taken from the resource.

## **Connecting to Campus and Finding Support**

UNM has many resources and centers to help you thrive, including [opportunities to get involved in campus life](#), [mental health resources](#), [academic support such as tutoring](#), [resource centers](#) for people like you, free food at [Valencia Campus Food Pantry](#), [jobs on campus](#) and [financial capability](#) support. Your advisor, staff at the [resource centers](#) and [Academic Affairs Office](#), and I can help you find the right opportunities for you.