

SP18_ENGL_219_501_CunicoJ

English 219-501 Technical and Professional Writing (CRN: 37884) Spring 2018



Instructor: Juliette Cunico, Ph.D.

Office Hours: MTWThs 12:15-1:00 and by appointment

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Contact Information: Contact me anytime through Course Messages in Blackboard LEARN. Click on "Course Messages" to send me a message. I will respond in a timely manner. If Learn is having issues, use LoboMail - juliette@unm.edu. Please feel free to call me at 505-268-0585. Leave a message. I will return your call.

Policy Syllabus

Course Description: Welcome to English 219-501--Technical and Professional Writing. This course introduces students to the types of documents found in a variety of workplace settings. Students focus on evaluating research sources as well as developing a coherent structure, clear style, and compelling page layout on a variety of scientific and workplace documents. From one-page memos to multi-page reports, students will learn how to analyze the purpose of a document, assess a target audience, and navigate the constraints that apply to professional writing genres. Students will use multiple mediums and technologies to present information effectively to twenty-first century readers and viewers.

Moreover, students will learn useful writing and research strategies as they compose memos, official correspondence, blogs, descriptions, procedures, résumés, presentations, analytical reports, proposals, and lab reports derived from studies in Science, Technology, Engineering, and Math. The course is ideal for Chemistry, Biology, Geology, Math, IT, Business, English and Engineering majors.

Prerequisite: English 110 with a "B" or better, or English 120 with a "C" or better.

Instructor Biography

I can think of nothing that I'd rather do more than, in Geoffrey Chaucer's words, "gladly learn and gladly teach." That is why after working as a Speech-Language Pathologist and in semi-professional theatre, I went back to school for a Ph.D. in English Literature. While in school, I

worked one summer as a script writer / tech writer in Motion Picture and Video Services at Sandia National Laboratories and co-authored “What You Will: A Shakespeare Study Guide for Secondary Teachers” and “A Handbook for Secondary School Speech-Language Pathologists.” After graduation, I was fortunate to be hired by the English Department at Bradley University as the Department's Shakespeare specialist. I came back to New Mexico (ever try to find green chile in north central Illinois?).

I am a political junkie, environmental activist, and a HUGE Godzilla / Kaiju/ monster / Sci-fi / horror film fan. Except for my sojourn at Bradley, I’m a lifelong New Mexican and am interested in ice hockey, and fly fishing. I have two children, two grandchildren, and two cats - Sam the Norwegian Forest Cat (Thumper Kitty), Lucy Littlecat, and the spirit of the recently departed Penelope the black cat.

Student Learning Outcomes (SLOs)

Analyze Rhetorical Situation: Students will analyze the subject, purpose, audience, and constraints that influence the documents they write to ensure the documents achieve specific and useful results [NM HED Area I Core Competency 3].

Find and Evaluate Information: Students will gather information from professional, academic, and government sources, evaluating the information they find for quality, validity, and usefulness [NM HED Area I Core Competency 5].

Compose Information: 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 for the documents they compose; they will work effectively with others to create documents [NM HED Area I Core Competencies 3 and 4].

Present Information: Students will edit and revise their writing to provide unambiguous meaning and coherent structure; they will incorporate visual elements to improve the reader’s understanding; they will create an overall design that enhances readability and shows professionalism [NM HED Area I Core Competency 4]

Required Materials

Markel, Mike. *Technical Communication*. 11th Edition, New York: Bedford/St. Martin’s, 2015.

(Available at UNM Valencia bookstore) ISBN: 978-1-4576-7337-

Net ID and password

Access to the internet, as well as basic word processing, writing, and research skills.

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.

A folder and lined paper or notebook.

Access to Learn

Many of the materials for this course will be found on **the Learn classroom management system**. You can access it at <https://learn.unm.edu/>. You will complete a tutorial on how to use this site. The syllabus, writing assignments, grading standards, assigned readings, quizzes, and discussion questions will be posted there. 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 via Learn **unless otherwise noted**. **Do not** submit assignments in any other word processor format (such as Microsoft Works, Pages, Word Online, or WordPerfect).

Technical Support

If you are having technical problems with Learn, you can contact free technical support by phone (505) 277-0857 or toll free 1-877-688-8817, anytime day or night (24/7), or on the Web at <http://online.unm.edu/help/learn/students/>

Equal Access

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), accommodations may be made for qualifying students. If you qualify for ADA or have a disability that I need to provide accommodation for, please let me know, as I am not legally permitted to inquire. Contact either UNM's Main Campus Accessibility Services at 277-3506 or online at: as.unm.edu/home or the UNM-VC Student Services, Accessibility Services at 505-925-8560, or at <http://www.unm.edu/~vcadvise/equalaccess.htm>.

If you believe you need accommodations but have not documented a disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building) on the UNM-Valencia Campus or through the Main Campus tutoring program. Please call (505) 925-8907 for an appointment at the Valencia Campus. I am also available to help you with individual writing issues during my office hours or by appointment.

Policies and Requirements

This syllabus and Assignment Schedule represent a contract between us. Please recognize that you are responsible for the policies on these pages. The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed based upon class needs. Any changes will be posted in the Announcements Module and e-mailed through Course Messages. Changes are usually made to give students more time.

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 Course Messages, email, Discussion Board, or Learn comments features) must be in compliance with the Respectful Campus Policy: <http://policy.unm.edu/university-policies/2000/2240.html>.

Equal Opportunity and Title IX

UNM Main Office of Equal Opportunity:

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>.

SafeZone Policy

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class. **Please feel free to share in private any concerns you might have.**

Course Participation and Conduct

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 your instructor at all times.**

Do not text, message, or post material that is unrelated to course content or inappropriate to share with the class. If your communication contains language, images, or behavior that violates the Respectful Campus Policy, you will be dropped from the course. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process.

Please use professional etiquette when sending e-mails or course messages to me during the semester. All messages should be addressed with a subject heading including the type of question you are asking. For example, “Technical Description” would be an appropriate subject heading for a question regarding the Technical Description. E-mails and course messages should also include a salutation. For example, “Dear Professor Cunico” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name and proofread for grammatical errors. Please avoid text-speak.

Classroom Behavior

The following policies are listed in the University of New Mexico Student Handbook and are set to ensure a safe and productive learning environment for all students.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.

- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) No food or drink is allowed in class.
- 10) **Cell phone policy: Phones must either be turned off or have the "Do Not Disturb" feature enabled during class time. Should there be a valid reason to have the phone on, please let me know in advance. In those cases, set the ringer to "Vibrate."**
- 11) **Full participation is required. Students are expected to check Blackboard Learn regularly. Check the assignment schedule and the Announcements to find out what is due and whether assignments have been modified, omitted, or added.**

Attendance

Drop Policy: Students who do not attend class, contact the instructor and / or do not submit assignments during the first two weeks of the Fall semester will be dropped from the class. 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.

Excessive absences: Students who miss four classes without an approved reason will be dropped from the class.

Assignment Submission and Late Work

Make-Up Policy: Missed quizzes, tests, and assignments can be made up. I will accept late assignments, but only under certain conditions:

- a. you must contact me at least two days prior to the assignment due date
- b. in case of personal or family emergency

I am always happy to work with you before the deadline if you have questions or concerns about an assignment. Feel free to message or call me if you need assistance with an assignment.

Technology does fail, so please back up your work (on a thumb drive, disc, cloud service, or by emailing yourself your assignments). **Failure to meet the deadline will result in zero points for the assignment.**

Writing Requirements

Objective: Present Information: Students will edit and revise their writing to provide unambiguous meaning and coherent structure; they will incorporate visual elements to improve the reader's understanding; they will create an overall design that enhances readability and shows professionalism [NM HED Area I Core Competency 4]

Requirements: The following are the general requirements for any written material.

Assignments must contain a separate Works Cited page unless otherwise indicated; 2) include support from outside sources when appropriate; 3) use MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section).

Websites and other Sources for MLA and APA formatting

MLA Handbook (on Library Reserve)

Pocket Style Manual by Diana Hacker (On Reserve at the Library).

[MLA Style and Formatting \(Purdue Owl\)](#)

[MLA Rules \(UNM-Valencia Campus Library\)](#)

[MLA 8th ed. guide](#)

[APA help from APA](#)

[OWL Purdue Writing Lab](#)

[EasyBib.com](#)

[KnightCite \(Calvin College\)](#)

Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.

Objective: Detailed descriptions and prompts for each paper will be available in the Writing Assignments folder.

- Each assignment **must follow** current MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked, and not be plagiarized.
- **ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional can result in a failing grade. See Plagiarism section.**
- **All items MUST include your name, the name of the assignment, and the date submitted in the upper-left-hand corner of the document itself. Dates must accurately reflect the date the assignment or revision was submitted. Assignments lacking that information will be returned and will not be graded until the information appears on the assignment.**

Assessment: Writing assignments will be assessed using the following criteria:

- ◆ demonstrates critical reading,
- ◆ analysis and /or interpretation

- ◆ an ethical and correct integration of research,
- ◆ employs current (2016) MLA format throughout, including in-text citation and works cited pages
- ◆ shows an understanding of the conventions of technical writing
- ◆ addresses audience and purpose using effective strategies
- ◆ maintains focus and mature expression of ideas
- ◆ employs the conventions of Standard American English
- ◆ revisions demonstrate measurable improvement
- ◆ uses **Times New Roman 12-point font**, is double-spaced, and includes at least THREE quotations for support unless otherwise noted in the individual prompts
- ◆ paper has a title

Revisions: You may revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **I encourage revision. The revision grade always replaces the original.**

Revising includes work on organization, argument, analysis, development, and focus. **Editing** includes correcting grammatical and mechanical errors. Revisions must be submitted together with original documents including rough draft and any rubrics. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. **For final grade averaging, the revision grade replaces the original.**

ALL sources must be cited; plagiarism, whether intentional or unintentional is not acceptable.

The revision is due one week from the time of the graded original's return. Revisions must illustrate substantial work done on the papers, including both revising and editing and include the revision date.

Assignment Submissions

All assignments (unless otherwise noted) and the responses to discussion topics are to be submitted as an MS Word documents in the Assignments link on Learn.

Late Assignment Policy

Students will not be allowed to make up work missed without instructor permission. I will not accept assignments after the due date unless a) you have contacted me in advance, and b) in my opinion, good and sufficient reason exists for so doing. If you know that you will not be able to complete an assignment by the due date, please let me know in advance; I am very flexible.

Unless other arrangements have been made, I will deduct 2 points from the final grade for each day the assignment is late, so make sure to turn in your assignments in a timely manner. If you know that you will not be able to submit an assignment by the due date and time, or if an unexpected emergency has prevented you from completing an assignment, please contact me right away, so that we can make arrangements. Extremely late assignments, if submitted late without explanation, will not be accepted.

Students who do not respond to postings or who consistently submit papers late with no explanation will receive a lower course grade.

Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's

own, or submitting **your own work completed for another class**. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Academic Honesty and Integrity

Having academic integrity is paramount to success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. **The University considers plagiarism a serious form of academic dishonesty.** Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

This means that you are expected to write your own papers, and to provide full and accurate citations when you use others' specific language (words, phrases, sentences) visuals, or ideas. If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM's policies on academic integrity and honesty will be documented and may also be reported to the English Department Coordinator and / or Chair of CHESS. For more about plagiarism, check out The Owl at Purdue website <http://owl.english.purdue.edu/owl/resource/589/01>.

The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" for that assignment and may be reported to the Chair of the English Department. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

Consequences: I check each paper for plagiarized material. Any paper which is intentionally plagiarized, either whole or in part will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
 - a. Directly quoting another person's actual words, whether oral or written;
 - b. Using another person's ideas, opinions, or theories;
 - c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - d. Borrowing facts, statistics, or illustrative material; or
 - e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct*, By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials.

Success in Web-Enhanced classes: Here are some ways to help you be successful in this class.

- 1. Set and keep to an established study schedule that fits in with your individual schedule.**
- 2. Login to the course once a day to check for announcements, scheduling changes, etc.**
- 3. Make the most of online discussions.**
- 4. Ask thoughtful questions of both instructor and other students.**
- 5. Let the instructor know which techniques work best for you.**

Library Contact Information

The UNM Valencia Campus library is an excellent resource for articles and books. Go to <http://valencia.unm.edu/library/> to search remotely (from home). Call (505) 925-8990 to ask for passwords available to UNM students. LeAnn Weller, the campus public service librarian, is always available to help students with research issues. She is also a Course Builder resource for our class.

Student Privacy

Student privacy is strongly protected by professors at all UNM Campuses. The federal statute called FERPA, The Student Privacy Act, strictly prohibits instructors or administrators from talking to anyone but the student about his/her grades, progress, or work. If a student has questions about a grade on an assignment

Course Messages should be used for all correspondence. Use UNM e-mail only when Learn is not available. Please use proper business format for all correspondence especially when sent electronically.

Grade Determination and Semester Assignments

There are 1000 points possible in this course. Grades will be determined using 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.

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

Points-to-Grade Conversion

A+ 99-100+%	B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F 0-59.9%
A 93-98.9%	B 83-86.9%	C 73-76.9%	D 63.66.9%	
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

Assessment of Student Work: Your semester grade will be determined as follows:

Points Allocation

Assignment List	Points
Résumé and Cover Letter	100
Business Letter	50
Quizzes (5) and Online Discussions (5) @ 5 points each	50
Corporate Ethics Memo	50
Instructions Assignment	50
Professional Email and Memo, TD	25
Technical Description	100
Graphics Design Evaluation	50
Professional Email and Memo, AR	25
Topic for Technical / Analytical Project (Proposal)	50
Audience Analysis	50
Technical Project Abstract	30
Annotated Bibliography	50
Technical / Analytical Report	150
Transmittal Memo	50
Technical / Analytical Report Presentation	20
e-portfolio	100
Total Possible Points =	1000
Extra Credit: This is an <u>optional</u> course feature, and carries a maximum of 2 points for each item Extra credit points will be added to your overall points total.	
Extra credit possibilities: 1) If you would like instructor feedback before submitting the assignment, Submit the rough draft to me as an attachment to a course message at least three (3) days before the assignment due date; 2) Compose an original discussion topic; 3) Tutoring.	
Extra credit is not a substitute for a missing assignment. All assignments must be completed in order for extra credit to be granted.	

What you should know:

I value “thinking outside the box” in discussions and in written work. Do not be afraid to take risks; my responsibility is to assist in figuring out how to think, not what to think (except in matters of grammar, punctuation, and organization).

I value content over matters of grammar, punctuation, and sentence division, but:

- **when the above errors occur frequently, they become a distraction and interfere with the message the writer is trying to convey, they can lower the overall grade;**
- **correct use of standard English, grammar, and mechanics are the hallmark of clear and professional-grade writing, and**
- **proofreading is essential.**

I read carefully for correct MLA format in all areas, citation of all sources, and for accurate Works Cited formatting.

I check for plagiarized material.

I use a specially designed grading rubric for each longer assignment.

Comments can appear in either bubbles in the right-hand margin of the paper (I use the Word Review function or as in-text comments, or a combination of both.

I highlight problem areas and use colors to emphasize same; if anyone finds this practice distracting, please let me know.

Conferences: I want you to succeed in this class. If you are having difficulty, please contact me right away--don't wait until you feel completely lost. Keep the lines of communication open. Message me, call me, arrange a time to meet--whatever we need.

MOST IMPORTANT! This is your class. Do not hesitate to ask questions and / or voice your opinions. It is not my intention to tell you **what** to think.

Student Support Services

Technical Support from the UNMVC or UNM Main Campus

All Campuses Computer Support 505-277-5757

UNMVC Computer Support 505-925-8911

Learn Support <http://online.unm.edu/help/learn/support/index.html> (505) 277-0857
learn@unm.edu

Library: Contact LeAnn Weller, Public Services Librarian at the UNM Valencia Campus Library. lweller1@unm.edu 505-925-8993.

Accessibility Support

UNM's Accessibility Resource Center <http://as2.unm.edu> 505-277-3506

Academic Services Support, and Student Services Support

Veterans Resource Center (<http://vrc.unm.edu/>) (505) 277-3181

Student Services Affairs UNMVC Hank Vigil [vigilh@unm.edu](mailto:viglih@unm.edu) (505) 925-8560

Student Support Services-TRiO (<http://ceop.unm.edu/sss/index.html>)

LGBTQ Resource Center (<http://lgbtqrc.unm.edu/>) 277-5428, 277-LGBT

Alternate Format Course Materials

If you are a student with a disability who is having problems with any of the content delivered through UNM Learn, you should contact your instructor and the UNM [Accessibility Resource Center](#). Your instructor may be able to provide you with a more accessible version of the information or make other accessibility accommodations. Resource Center staff can help both of you determine the best format.

Adaptive Technology Support

Resource Center staff also may be able to provide you with access to adaptive technology that can help you use UNM Learn course sites. The [Accessibility Resource Center](#) website contains a listing of computer labs and adaptive software available to Resource Center clients.

Contact Details for ARC Phone: (505) 277-3506 Fax: (505) 277-3750 Email: arcsrvs@unm.edu

Blackboard Learn

Blackboard, the company that develops the Learn software, is committed to ensuring that the software is usable and [accessible](#). Blackboard measures and evaluates accessibility levels using two sets of standards: the Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. The Learn software has been awarded Non-visual Accessibility Gold Certification by the National Federation of the Blind.

If you have any concerns regarding the functionality of the UNM Learn application in relation to accessibility, please [contact the UNM Learn Support team](#).

English 219-501 Technical and Professional Writing Spring 2018 Assignment Schedule, Weeks 1-16

Nota Bene: The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages. Changes are usually made to give students more time.

Week 1- January 14-20

January 15: Martin Luther King, Jr. Holiday – No Classes

January 16: Introduction to English 219-501. Introductions. Review Policy Syllabus

Assignments: Read Policy Syllabus. Secure Textbook, Flash Drive, NETID & password. Read Chapter 1 *Technical Communication*. Complete Policy Syllabus and Plagiarism Quiz #1. Submit as an MS Word document in the Assignments link on Learn. Due by midnight, 1/21. Respond to Discussion Topic #1 in Learn. Due 1/20.

January 18: In-class description activity. Review complete Assignment Schedule to be sent and handed out. Discussion, Writing Job Application Materials. Introduction to Project #1 Cover Letter and Résumé.

Assignments: Read Chapter 15 *Technical Communication*. Complete Policy Syllabus and Plagiarism Quiz #1. Submit as an MS Word documents in the Assignments link on Learn. Due by midnight, 1/21. Respond to Discussion Topic #1 in Learn. Due 1/20. Look at Résumé models in <https://gecd.mit.edu/sites/default/files/about/files/career-handbook.pdf> and

Week 2- January 21-27

January 23: Discuss readings. Choose a Résumé model. Review assignment submission procedures in Learn.

Assignments: Write a draft of your Cover Letter and Résumé. Bring to class on Thursday.

January 25: In-class workshop, Cover Letter and Résumé.

Assignments: Read Chapter 14 *Technical Communication* “Writing Correspondence.” Write Cover Letter and Résumé. Submit through Assignments Submissions in Learn. Due by 11:59 p.m. Sunday, 1/28.

Week 3 – January 28-February 3

January 30: Discussion. Writing the Business Letter.

Assignments: Consult the Purdue Owl Writing Center page on [Writing the Basic Business Letter](#). Write a one-page business letter to Professor Cunico explaining your career goals based on instructions and examples in Chapter 14. Use the letter format in the Business Letter Folder. Please note the sender's address comes first, followed by a space, then the date, another space, and then the recipient's name and address. Complete Business Letter. Submit through Assignments Submissions in Learn. Due by 11:59 p.m. Sunday 2/4.

February 1: Analyzing Your Audience and Purpose. Examples. Audience Analysis memo and chart.

Assignments: Read *Technical Communication* Chapters 3, 5, & 14. “Correspondence for the Workplace.” Prepare to write Audience Analysis memo.

Week 4 – February 4-10

Upon completing the assignments for Weeks 4-7, students will be able to

- Determine and communicate the ethical point of view of corporate documents
- Compare and communicate the branding perspective of two consumer products

February 6: Discuss Business Letter. **Analyzing Your Audience and Purpose.** Explore Reader Analysis Chart and Rubric. [English 219-502 Reader Analysis Chart and Rubric](#)

Assignments: Re-read in *Technical Communication* Chapter 3 “Writing Technical Documents” and Chapter 5 “Analyzing Your Audience and Purpose.” **Prepare** to write draft of Audience Analysis memo. **Prepare for Quiz #2. This quiz covers Chapters 3 and 5 of *Technical Communication*-“Correspondence for the Workplace.”**

February 8: Take Quiz #2. In class- write draft, Audience Analysis memo.

Assignments: Complete Audience Analysis Memo. **Final Draft due Sunday 2/11 Submit through Assignments Submissions in Learn. Read Chapter 2 *Technical Communication*-“Corporate Ethics.” Prepare for Quiz #3.**

Week 5 – February 11-17

February 13: What have we learned so far? Discussion. Introduction to Legal and Ethical Considerations of the Workplace

February 15: Workshop. Group Corporate Ethics Memo. Between now (Thursday 2/15 and Monday, 2/18), share your findings with your groupmates. Begin composing the group memo. As you do so, respond to the following questions: does Williams Energy have a commitment to environmental ethics and sound business practices? Does their company statement reflect this commitment? How do the outside articles conflict with the company's position? Has the company been negligent when it comes to protecting the environment? Use quotes and examples from the web materials to support your point of view.

Bring the group's document to class on Tuesday, February 20th. It should be as close to final form as possible. We will spend the first 15 minutes of class doing a final polish and submission. In-class Quiz #3. This quiz covers Chapter 2, *Technical Communication* "Corporate Ethics.”

Assignments: Read Chapter 12 *Technical Communication*, “Using Tables and Figures.” Read Chapter 3 from *Writing Papers in the Biological Sciences* (PDF provided on Blackboard Learn). Watch [Graph Types and Guidelines](#) and [Interpreting Charts and Graphs](#)

Week 6 – February 18-24

February 20: Understanding the Elements of Graphic Design: Understand and discover the way charts and graphs are used in everyday communication to express data related to scientific and business-related studies.

Assignments: Read Chapter 3 "Using Tables and Figures" from *Writing Papers in the Biological Sciences*, by Victoria McMillan (It explains how to express and understand scientific data

revealed in tables and charts) and **Chapter 13** “The Data Suggest: Writing in the Sciences” from *They Say, I Say*. by Gerald Graff and Cathy Birkenstein, pages 156-74. It explains how to express scientific data with clarity and purpose. Both readings are located in the **Graphics Design Folder in Course Content**.

February 22: Discussion. Choose graph to evaluate.

Assignments: Complete **Graphic Design Evaluation, Due 3/1**. Read Chapters 8 & 20 *Technical Communication*.

Week 7- February 25-March 3

February 27: Introduction to Technical Description: Object, Mechanism, Process. Writing Definitions, Descriptions, and Instructions

Assignments: Choose a topic for **Project #2**. Compose a **Topic Approval Memo**. Follow the guidelines given in the prompt. Submit by **11:59 p.m., 3/5**

March 1: Review the prompt and guidelines for Project #2 Technical Description.

Assignments: Write draft, **Project #2 Technical Description**. Due in-class **March 6**.

Week 8 – March 4-10

March 6: Discussion. Workshop draft, Project #2

Assignment: Complete **Project #2 Technical Description**. Due **11:59 p.m. Sunday 3/18**

March 8: Catch-up. In-class activities.

Week 9, March 11-17: Spring Break – No Class

Week 10 – March 18-24

March 20: Project #3 Technical / Analytical Report Introduction

Assignments: Read Chapters 10 & 16 *Technical Communication*.

March 22: Discussion: How to Write Abstracts & Proposals.

Assignments: **Topic Approval Email and Memo, Technical / AR**. Due **3/30**

Week 11 – March 25-31

This week you will begin Project #3. This project has four parts: Part I (the Professional Email / Course Message with Topic Approval Memo) the Project Proposal. The proposal should include a summary, outline, outcome, and timeline of your project.

Part II (the Reader Analysis Chart) Parts 111, and IV (the Analytical Report and Transmittal Memo

March 27: Project #3 Introduction: Writing Proposals for the Workplace

Project #3. Part 1, Topic Approval Email and Memo, Technical / AR. Due 3/30

First Draft, Project Proposal. Due in-class 4/3

Final Draft of Proposal. Due 4/8

Part 2, Audience Analysis Chart. Due in-class 4/3

Part 3, Technical Project Abstract and Annotated Bibliography. Due 4/15.

First Draft, Technical Project / Analytical Report. Due in-class 4/17

Part 4, Final Draft, Technical Project / Analytical Report. Due 4/22

Transmittal Memo. Due 4/25

Assignments: Review Chapters 11 & 13 *Technical Communication*

For the next two weeks, you will write the proposal for the project. Be sure to open and read carefully the appropriate files so you are aware of the proposal requirements. Make sure to use the style guide appropriate for your field and read chapter 16 for information on writing technical proposals.

Treat this proposal as you would any other technical document—organize it in a way that will best present the information to the audience, anticipate your user’s questions by providing detailed information, define and explain any unfamiliar terms or concepts, and use document design strategies (including headings, lists, white space, images if appropriate) to convey the info.

Additional reading: Review Chapter 10: "Writing Effective Sentences" and Appendix C: "Editing and Proofreading our Documents."

March 29: Discussion. Workshop, Proposal

Assignments: Complete First Draft of Proposal Assignment. Bring to class on 4/3

Week 12 – April 1-7

April 3: Editing the proposal. Editing and Proofreading Documents

April 5: Take Quiz #4. Intro. to Annotated Bibliography

Assignments: Read Chapter 19 and Appendix C *Technical Communication*. Complete Final Draft of Proposal. Begin Annotated Bibliography.

Final Draft of Proposal. Due 4/8

Week 13 – April 8-14

April 10: Conducting Research and Documenting Sources. Annotated Bibliography

Assignments: Read Chapters 6 & Appendix B *Technical Communication*. Conduct Primary and Secondary Research for Technical Report. Complete Annotated Bibliography. Due 11:59 p.m. 4/15.

April 12: Discussion.

Assignments: Review Chapters 17-19, *Technical Communication*. **Complete** First Draft of Technical / Analytical Report. **Due in-class 4/17. No exceptions.**

Week 14 – April 15-21

April 17: Edit Draft, Technical / Analytical Report.

Assignments: Complete Final Draft of Technical Report. **Due: 11: 59 p.m. 4/22**

April 19: Preview of e-portfolio

Assignments: Review Chapters 6, 17-19, Appendix A & B of *Technical Communication*, **Complete** Final Draft of Technical Report. **Due: 11: 59 p.m. 4/22**
Read guidelines and requirements for **Project #3 Transmittal Memo in the Project #3 Technical / Analytical Report prompt, under Part IV.**
Write Transmittal Memo. **Due 11:59 p.m. 4/25**

Week 15 – April 22-28

April 24: Transmittal Memo.

Assignments: Complete Transmittal Memo. **Due 11:59 p.m., 4/25**

April 26: Review e-portfolio

Week 16- April 29-May 5

This week you will complete your e-Portfolio, which is due before 11:59 p.m. Saturday, 5/5.

May 1: Project Presentations

May 3: Project Presentations. Last day of class. Final thoughts. Extra Credit Assignments Due

Assignments: Submit e-Portfolio, submitted as a URL in the textbox on Learn. Due by 11:59 p.m. Saturday, 5/5.

Last day of instruction May 5, Saturday

Finals Week (Mon-Sat) May 7-11

Last Day for Removal of Incomplete grade, Friday May 11, Friday
Semester Ends