**English 2338(-013/009)**

**Technical Writing**

**Spring 2019**

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| **COURSE SECTION INFORMATION**ENGL 2338-013TR 11:00 – 12:20ENGL 2338-009TR 12:30 – 1:50ALL SECTIONS MEET INPH 310 | **CONTACT INFORMATION**Dr. Millerjennifermiller@uta.eduCarlisle Hall, 525**OFFICE HOURS**Tuesday and Thursday10:00 – 11:00 |



**Course Description**

This course introduces students to the fundamentals of technical writing. Students are introduced to the types of documents frequently created in professional settings including project proposals, informational reports, formal letters, and emails. Students identify and perform critical steps required of professional communication including audience analysis, research, drafting, and revising. By working independently as well as collaboratively, students develop the skills required of communicators in today’s fast-paced, information driven, and collaborative workplace.

**Learning Outcomes**

**Improved Writing Skills**

* Understand the rhetorical situation: Identify target audience and tailor professional documents appropriately
* Develop communication strategies appropriate to different types of documents
* Brainstorm, research, draft, revise, proofread, and design documents

**Improved Professional Knowledge**

* Identify key publications, associations, and conferences in intended professional field
* Identify demand and compensation for careers in intended professional field
* Identify communication expectations and types of communication dominant in intended field

**Collaboration/Team Work**

* Divide tasks and develop strategies for accountability
* Develop time and work management strategies
* Improve listening and speaking skills
* Integrate a variety of view points
* Improve ability to give and receive constructive criticism

**Required Textbook**

John Lannon and Laure Gurak’s *Technical Communication* (Fourteenth Edition)

You can rent an E-Book of the text for $35. See information on Blackboard.

**Major Assignments**

**Practice Writing and Peer Review 10%**

Students complete timed and untimed writing assignments to gain experience with a variety of technical writing documents including memos, letters, directions, definitions, and reports. Students also participate in peer review workshops for each major assignment by writing formal peer review reports.

Assignments will be evaluated as follows:

100 = Meets all or most expectations.

70 = Meets some expectations.

0 = Meets few if any expectations.

Students may only make up practice writing assignments if their absence is excused. Make-up work must be completed within one week. It is the student’s responsibility to contact the professor about scheduling a make-up time.

**Job Application Materials Portfolio 20%**

This assignment requires students to identify employment opportunities in their intended profession. Students draft, revise, edit, proofread, and format a cover letter and resume.

This assignment is peer reviewed.

\* Detailed directions and grading rubric available on Blackboard.

**Definitions, Descriptions, and Instructions Portfolio 30%**

This assignment requires students to draft, revise, edit, proofread, and format definitions, descriptions, and instructions. This assignment is peer reviewed.

\* Detailed directions and grading rubric available on Blackboard.

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\* Detailed directions and grading rubric available on Blackboard.

**Team Career Study 40%**

This assignment requires students to work in groups to explore multiple aspects of their chosen career. Students draft, revise, edit, proofread, and format 20+ page formal reports about their chosen career. Groups create a 5 – 7-minute presentation informing their peers about their field.

\* Detailed directions and grading rubric available on Blackboard.

**Class Policies**

 **Attendance/Tardies**

Regular attendance is necessary for success in ENGL 2338. Students are expected to attend class regularly and to arrive on time. Students may only make up practice writing assignments if their absence is excused. Make-up work most be completed within one week.

Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. If you are dealing with a major medical issue you should contact your instructor to discuss if absences can be accomadated.

On days allocated for peer review students must be to class on time. The door is closed and students are unable to enter/participate after peer review starts.

 **Personal Issues**

It is inappropriate to discuss personal issues, including reasons for tardies or absences, during, before, or after class. You should meet your instructor during office hours or make an appointment to disucss personal issues keeping you from fully participating in class.

**Emails**

All emails should contain your full name, course number, and course section number. Your subject line should clearly state the content of your email. You should address me as Dr. Miller and use standard English and grammar.

Please, review the syllabus for basic information about assignments and the announcments section on Blackboard for important updates.

**Submitting on Blackboard**

All major assignments and practice writing must be submitted on Blackboard. All assignments submitted on Blackboard must be saved as a PDF file to maintain formatting and ensure the instructor can access deliverables. The only exception is for documents to be peer reviewed. They must be saved .doc or .docx so peer reviewers can use Word’s track changes and comments features.

It is your responsibility to guarantee all your work is saved and submitted in the correct format and to the correct place in Blackboard. If work is incorrectly submitted a minimum of 10 points will be deducted from major assignment and practice writing will receive a 0.

**Late Assignments**

Practice writing is usually timed and due the day it is begun in class. Exceptions are made at the instructor’s discretion.

**Schedule of Assignments**

**\* Homework/Reading must be completed by the date listed. For example, Chapter One should be read by 1/17.**

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| **Dates** | **Homework** | **Classwork**  |
| Week One | Thurs 1/17Read Chapter One and Chapter Six | Tues 1/ 15Introductions, Syllabus, Course Goals, Grading Policy, Workshop ConceptThurs 1/17Class Lecture: Chapter One, Rhetorical Situations, and Chapter Six |
| Week Two | Tues 1/22Read Chapter TwoThurs 1/24Read Chapter 11 and complete ALL exercises (Save .doc or .docx and upload to Blackboard under Practice Writing One) | Tues 1/22Class Lecture:Chapter TwoClasswork: In pairs, visit one of the following websites: FDA, CDC, NASA, or EPA. Identify one document of the following types: persuasive, informative, and instructional. Identify the intended audience for each document.Thurs 1/24Classwork: Review a peer’s homework. Revise using track changes.  |
| Week Three | Tues 1/29Read Chapter ThreeRead Chapter TenThurs 1/31Read Chapter Fourteen | Tues 1/29Class Lecture:Chapter Three and Chapter TenThurs 1/31Class Lecture: Chapter FourteenPractice Writing Two:Write a Persuasive email to a real or imaginary employer requesting a reimbursement on successful completion of your ENL 2338 course. Your audience and purpose should be clear. Your email should be written in standard English and well organized.  |
| Week Four | Tues 2/5Read Chapter Fifteen  | Tues 2/5Class Lecture:Chapter Fifteen and Introduce Career Portfolio AssignmentThurs 2/7Practice Writing Three:Employees have been dressing inappropriately at the small bookstore you work at. The owner asked you to write a memo addressing the issue and identifying expectations for workplace attire. Your memo should be well-organized and appropriate in form and content.  |
| Week Five | Thurs 2/14Read Chapter Sixteen | Tues 2/12Guest SpeakerThurs 2/14Class Lecture:Chapter SixteenPractice Writing Four: Identify three professional organizations in your field. Evaluate which one offers the best features at the best rate for recent graduates in your field. Use the table feature in Word to identify criteria of evaluation and evaluate the organizations. One of the criteria MUST be job search feature. |
| Week Six | Tues 2/19Find an entry level job opening in the field you will pursue after graduation and bring it to class.Thurs 2/21Bring draft of your Job Portfolio to class (saved as .doc or .docx). | Tues 2/19WorkshopThurs 2/21Practice Writing Five:Peer Review |
| Week Seven | Tues 2/26Job Portfolio Due and Read Chapter Twelve and Chapter Thirteen | Tues 2/26Introduce Definitions, Descriptions, and Instructions PortfolioClass Lecture: Chapter Twelve andChapter ThirteenThurs 2/28Practice Writing Six:In groups of 3 – 4 complete exercise 7 on page 281. |
| Week Eight | Tues 3/5Read Chapter Seventeen and Chapter EighteenThurs 3/7 Read Chapter Nineteen | Tues 3/5Class Lecture:Chapter Seventeen andChapter Eighteen3/7Class Lecture:Chapter Nineteen |
| Week Nine  | Spring Break  | Spring Break |
| Week Ten | Tues 3/19Bring Draft Materials to class.Thurs 3/21Bring draft of your Definitions, Descriptions, and Instructions Portfolio to class (saved as .doc or .docx). | Tues 3/19Workshop.Thurs 3/21Practice Writing Seven:Peer Review |
| Week Eleven | Tues 3/26Definitions, Descriptions, and Instructions Portfolio Due.Thurs 3/28Read Chapter Seven, Chapter Eight, and Chapter Nine | Tues 3/26Library APA WorkshopThurs 3/28Class Lecture:Chapter Seven, Chapter Eight, and Chapter Nine |
| Week Twelve | Tues 4/2Practice Writing Eight:Find three brief articles about a controversy relevant to your field of study. Write a 500 – 750-word essay summarizing and evaluating the articles to inform a general audience about the issue. Use APA style.Read Chapter FiveThurs 4/4Read Chapter Twenty-One | Tues 4/2Introduce Team Career Study.Create GroupsClass Lecture:Chapter FiveThurs 4/4Practice Writing Nine: Teams create a contract outlining expectations and consequences.Class Lecture:Chapter Twenty-One |
| Week Thirteen | Tues 4/9Teams should complete an outline and research plan.Details on Blackboard.  | Tues 4/9Workshop.Thurs 4/11Practice Writing Ten:Teams create a style guide to standardize formatting and style choices. |
| Week Fourteen | Tues 4/16 and Thurs 4/18Individuals should bring drafts of the content they are responsible for to class. | Tues 4/16 and Thurs 4/18Workshop: Identify need for further development/research; revise/edit text; early graphics. |
| Week Fifteen | Tues 4/23 and Thurs 4/25Final Draft of TCS should be completed. | Tues 4/23 and Thurs 4/25Workshop: Formatting revisions/ line editing.  |
| Week Sixteen | Thurs 5/2Team Career Study Due. | Tues 4/30 and Thurs 5/2Presentations. |

**University Policies**

 **Academic Integrity**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

**Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information (<http://wweb.uta.edu/aao/fao/>).

**Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located \_\_\_\_\_\_\_\_\_\_\_\_\_. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will decide to assist individuals with disabilities.