Spring 2017: ENGL 2338

Technical Writing and Environmental Communication

**Instructor:** Dr. Julie McCown

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**Office:** Carlisle Hall, Room 412

**Office Hours:** M/W/F, 12-1:30pm and by appointment

**Section Information:** ENGL 2338.007, TuTh 2:00-3:20 pm, PH 310

ENGL 2338.009, TuTh 12:30-1:50 pm, PH 310

**Course Description:**

This course covers the processes of researching, drafting, designing, editing, and revising technical reports, proposals, instructions, resumes, and professional correspondence for specific audiences. Prerequisites: ENGL 1301, ENGL 1302. In an information society, your ability to communicate effectively will be a big factor in determining your career success. This course is designed to prepare you for the writing-­‐related communication tasks in your job. In this course, you will learn strategies for writing clear and concise technical documents, explore principles of good document design, and learn how to use visuals in documents. You will study common types of technical and professional writing: memo, resume, job application letter, instructions, and technical descriptions.

As you complete each assignment, you will practice how to define your audience and purpose, determine appropriate document format and writing style, and improve the clarity and organization of your document. In all cases, you should focus on creating documents that keep their readers’ goals and needs in mind even as you try to fulfill *your* purposes in these documents. If First Year Writing (1301 and 1302) taught you to prepare persuasive documents for community and academic audiences, then this course teaches you to prepare persuasive documents for most any other audience.

A secondary aim of this course is to study technical communication through the lens of environmental communication and environmental justice, considering how technical writing is employed and deployed in these fields. Special emphasis will be given to the relevance of environmental concerns to human health and medicine.

**Student Learning Outcomes:**

Upon successful completion of this course, you should be able to:

1. Understand technical writing as an essential skill for your career.
2. Describe the characteristics of your target audiences and write in a way that meets their information needs.
3. Improve your writing style and write in concise and clear language.
4. Observe and follow appropriate generic conventions for common technical and professional documents.
5. Design documents to help readers easily locate, understand, and retain information.
6. Revise documents for organization, style, and design.
7. Understand the role of technical writing in facilitating discussions and raising awareness of environmental issues.
8. Articulate the importance of the environment to human health and well-being.

**Required Materials:**

Graves and Graves, *A Strategic Guide to Technical Communication*, Second Edition ISBN: 978-1-55481-107-6. Publisher: Broadview Press.

* Only this edition of the textbook is acceptable for the course.
* You may also purchase the digital version of this text at: <https://broadviewpress.com/product/a-strategic-guide-to-technical-communication-second-edition/#tab-description>
* You will need the book to pass this course.
* You must have the book by the first full week of class—no extensions for failing to purchase the book.

I also *recommend* a good writing handbook (or website) you can refer to for grammar, spelling, punctuation, and style.

* USB Drive
* Headphones to plug into computer for video instructions
* Standard School Supplies: Pens, Pencils, Paper, etc.
* UTA Email address you check daily (you can set up this address to forward to your primary email address)
* Reliable Internet access (use UTA library if you cannot access the Internet from home)

**Assignments and Grade Calculation:**

Detailed prompts will be available on Blackboard before the due dates, and we will go over them in class.

Instructions 10%

Environmental Ethics Paper 10%

Brochure Project 10%

Field Report 10%

Job Application Package 15%

Major Group Project 35%

Participation 10%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%- and below.

Instructions:

This assignment asks you to write a set of instructions on how to complete a specific task. You must write your instructions to a specific target audience.

Environmental Ethics Paper:

Write a 500–word paper outlining an ethical theory and its application to an environmental ethical dilemma.

Brochure Project:

Students will design or redesign a brochure of their choosing based on one of the topics from the following websites: Environment & Human Health, Inc. (<http://www.ehhi.org/>) or Environmental Health (<https://www.healthypeople.gov/2020/topics-objectives/topic/environmental-health>). The final grade will be based on the written text and on design. Students will receive an assignment sheet and a detailed rubric.

Field Report:

Students will observe a process in nature and write an entry for a field guide detailing your observations. You will complete TWO observations ON DIFFERENT DAYS in the same location and write both up.

Job Application Package:

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 will be peer reviewed and evaluated by the instructor.

Major Group Project:

This assignment requires students to work collaboratively to investigate and research a topic of human health and the environment. Students design and conduct a survey, create either a manual or recommendation report inspired by the survey results, and create a PowerPoint or Presi presentation. The assignment includes a 20-minute oral presentation.

Participation:

Regular attendance is necessary for success in ENGL 2338. Students are expected to attend class regularly and to arrive on time. 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.

Please note that merely attending class does not guarantee you will receive full credit for participation. This grade depends on student behavior such as:

* Arriving on time for class
* Arriving prepared for class
* Staying for the entire class period
* Handing in work on time in the appropriate format
* Speaking respectfully to classmates and instructor
* Avoiding playing games
* Avoiding texting or emailing during class
* Respecting the time of the instructor and other classmates
* Communicating responsibly with the instructor about problems, absences, or other needs

**Missed Class:**

If you miss a class, do **not** come to me to ask what you missed. I recommend you exchange emails with your classmates, so you can find out what we did in class when you were absent. Please note that missing class *does* affect your **Participation Grade**.

**Excused Absences:**

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity and those religious holidays the student informs the instructor of at the beginning of the term in writing. *These absences will* ***not*** *count as excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence**. Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must arrangements with the instructor at least 48 hours prior to the absence for turning in the work. Expect no guaranteed extensions.

**Extra Credit Opportunities:**

There will be no extra credit offered in the course.

**Late Work and Make-Up Policy:**

I will not accept any late assignments for credit. Late work earns a zero for a grade. **No exceptions.** If you know you will miss class, you are still responsible for submitting your assignments on time. Similarly, I will not give make-up exams except in instances of excused university absences for the exams, but you must schedule alternative exam arrangements with me in advance of the exam dates.

**Turning in Assignments to Blackboard:**

Major assignments in this course will be submitted to Blackboard. All assignments submitted to Blackboard must be saved as a .pdf to ensure I am able to open them on my computer complete with your formatting. It is your responsibility to ensure you have saved and submitted all of your work in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

I will not discuss any grade you receive on an assignment until at least 24 hours have passed.

**Late Enrollment Policy:**

Though I realize at times enrolling in a course after the start date is unavoidable, please be advised you are responsible for the class periods you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments occurring before you enrolled. If you enroll in class after the start date, your responsibility is to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Paper Reuse Policy:**

You may not reuse papers from prior classes in this course or any other course that you have taken at any institution. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this situation with me prior to the due date of the assignment.

**Classroom Behavior:**

Class sessions are short and require your full attention. You should work on whatever in-class activity we are working on that day. If I find you working on work for other classes, surfing the web, texting, or updating your Tumblr™/Imgur™/What-ever account, I will dismiss you from the class and count you as absent for the day. Although secondary readings are available on Blackboard in many cases, you are responsible for coming to class with a hard copy so you can refer to the text in class.

Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 2338 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Ad-dress your instructors appropriately, and communicate professionally.

According to *Student Conduct and Discipline*,

students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202) Technical Writing Fall 2016 12

Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or be referred to the Office of Stu-dent Conduct.

**Headphones and Music:**

I do allow students to listen to their own music on headphones during *workshop portions* of the class as long as the volume is low enough that students can hear me if I need to bring something to their attention.

**Classroom Visitors:**

Only students officially enrolled in this section may attend class meetings. Stu-dents may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children may not attend class as visitors at any time.

**Academic Integrity:**

All UTA students are expected to adhere to the University’s 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.

The University’s policy is that faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

<http://www.uta.edu/studentaffairs/conduct/academicintegrity.html>

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am to 8 pm Monday-Thursday, 9 am to 3 pm Fridays, and 12 to 6 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**The IDEAS Center:**

The IDEAS Center **(**2nd Floor of Central Library) offers free tutoring to all students, with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor e-mail [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call 817-272-6593.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within two weeks of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**UNIVERSITY POLICIES**

**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. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Support Services:**

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Americans with Disabilities Act:**

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law Title IX such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Surveys:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances, and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. *During this week, classes are held as scheduled.* In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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 are the stairwells at both ends of the hall outside our door. 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 make arrangements to assist handicapped individuals.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Frequently Asked Questions (FAQ):**

**Q. Can I turn in late work?**

A. No. If your work is late, you get a zero.

**Q. What if it is a couple of minutes late?**

A. Tough. Do not wait until the last minute.

**Q. Can I revise for a better grade?**

A. No. Turn it in right the first time. Besides, in my experience, students don’t “re-vise” so much as fix a comma or two and call that a “revision.” So no, you can’t revise.

**Q. What if my assignment is too short/doesn’t meet the minimum length required?**

A. Then it earns a zero.

**Q. What if my assignment is longer than the listed maximum length?**

A. If you are a little over the maximum, do not worry about it. If you are well over the maximum (for example, 10 pages rather than 5), then I am only reading and grading until page 5.

**Q. Can I have an Incomplete?**

A. No.

**Q. Can I do anything to get a better grade?**

A. Do the work in the first place the first time around. If we are approaching the end of the term and you are worried about passing, then you probably should have done more/done a better job/gotten help sooner. If I have already offered extra credit, then do that, but do not expect to change magically a failing grade into a passing one.

**Q. But I need [some particular grade] for financial aid/to graduate/to get into [some program]!**

A. Maybe you should have done better before this point.

**Q. How many absences can I have?**

A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no “maximum” number of absences. Of course, if you miss several classes and several daily/in-class grades, then you will fail under your own power.

**Q. Can I go to the restroom?**

A. Yes. Stop asking me. Just go. Be discrete and do not disrupt class, but you are not in high school anymore.

**Q. Can you look at my draft for me and give me feedback?**

A. Sure. Bring it by my office **as a hard copy**. **Do not bring your laptop**. I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

**Q. But you said my draft looked fine! Why did I get [grade I do not want]?**

A. Because your work earned that grade. Do not mistake “You’re on the right track” or “This looks okay” for “This gets an A.” A *D* is passing. A *C* reflects *average* work.

**Q. But I worked so hard on this!**

A. Effort does not equal competency or success.

**Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!**

A. If it is before the deadline, try using a different browser or another computer. If that does not work, email it to me **before the deadline as an attachment**. If it is after the deadline, start thinking about how to avoid having this problem on the next assignment.

**Q. Do you drop any grades?**

A. I typically drop one of your lowest daily grades at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.

**Q. I was late to class! What should I do?**

A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

**Q. What does it take to earn an *A* on an assignment?**

A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence,* not merely *goodness, seems good, well,* or *it is doing most of what I asked you to do.* It should demonstrate all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For technical writing projects, it should demonstrate excellent writing style (including few if any passive constructions or other style issues) and excellent document/graphic design based upon the principles taught in class.

**Q. What citation style should I use for my projects/assignments?**

A. For Technical Writing, choose a citation style and stick to it on particular pro-jects. Note that choice on the Style Sheet. You will have a Works Cited, References, or Bibliography section as appropriate to the style you choose.

Please note that the library can direct you to more information about those specific styles. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles.

**Q. Where is your office? When are your office hours?**

A. Look at the cover page of this syllabus.

**Q. Do I need to submit a hard copy of this assignment?**

A. No. You will submit all major documents/projects as Adobe Acrobat PDF files on Blackboard.

**Q. Do you post your PowerPoints or lecture notes on Blackboard?**

A. No. I have found that, when I do so, no one pays attention in class. So no, I do not post any notes on Blackboard, but I will typically do so if we miss class (snow/ice days, emergencies, etc.) to help make up for lost time.

**Course Schedule:**

Week 1

T – 01/17

Course Introduction

Th – 01/19

Read: Chapter 1 (pp. 29-50)

Audience, purpose, and genre; audience analysis of sample documents

Introduce and discuss job application package assignment

Week 2

T – 01/24

No class meeting. (No office hours on Monday 01/23)

Read: Chapter 7 (151-164)

Emails, Letters, and Etiquette

For participation credit: complete Exercise 7.3 on page 158 and email it to me by start of class on Thursday, 01/26. Further instructions on Blackboard.

Th – 01/26

Read: “Environmental Communication: What It Is and Why It Matters” (<https://theieca.org/resources/environmental-communication-what-it-and-why-it-matters>); “Environmental Justice” (<http://kids.niehs.nih.gov/topics/environment-health/environmental-justice/index.htm>), and “Environmental Justice” (<http://deohs.washington.edu/environmental-justice>)

Environmental communication and environmental justice

Week 3

T – 01/31

Read: Chapter 4 (pp 95-116) and Chapter 10 (pp 233-251, 254-255)

Writing style and grammar

Assign Instructions Assignment

Th – 02/02

Read: Chapter 2 (pp 59-72) and pp 88-94

Ethics in Technical Writing and Academics

Week 4

T – 02/07

Read: Tom Crompton, “Weathercocks and Signposts: The Environment Movement at a Crossroads” (PDF on Blackboard

Environmental Ethics

Assign Environmental Ethics Paper

Th – 02/09

Instructions assignment peer review: bring 2 copies of your instructions to class

Week 5

T – 02/14

**Due: Instructions Assignment**

Read: Chapter 5 (pp. 117-124)

Designing Documents and Page Layout

Th – 02/16

Read: Chapter 5 (pp. 124-135)

Assign Brochure Assignment

**Due: Environmental Ethics Paper**

Week 6

T – 02/21

Read: Chapter 6 (pp. 137-149)

Communicating Through Visuals

Th – 02/23

Read: Margaret Atwood, [“It’s Not Climate Change—It’s Everything Change”](https://medium.com/matter/it-s-not-climate-change-it-s-everything-change-8fd9aa671804#.oi975mx8x)

Visual Rhetoric in Environmental Communication

Week 7

T – 02/28

Due: Draft of brochure

Peer review of brochure in class

Th – 03/02

No class: Dr. McCown at Society of Early Americanists Conference in Tulsa

**Due: Brochure**

Week 8

T – 03/07

Read: Chapter 8 (pp. 165-191)

Writing Proposals

Th – 03/09

Read Chapter 9 (pp. 193-230); George B. Schaller, “The Pleasure of Observing” (on Blackboard); Erick Greene, “Why Keep a Field Notebook” (on Blackboard)

Writing Technical Reports and Field Notes

Introduce Field Notes assignment

Week 9 – Spring Break – No class!

Week 10

T – 03/21

Read: Chapter 3 (pp. 73, 80-87); Harsha Gangadharbatla and Kim B. Sheehan, “Individual Factors and Green Message Reception: Framing, Lifestyles and Environmental Choices” (PDF on Blackboard)

Researching Technical Subjects; Conducting Surveys

Group Project Overview

Th – 03/23

In-class work on surveys

**Due: Field Report**

Week 11

T – 03/28

Read: Chapter 1 (pp 51-57)

Job Application workshop

Th – 03/30

No class: Dr. McCown at ASECS conference in Minneapolis

03/31: Last day to drop classes; submit requests to advisor prior to 4:00 pm

Week 12

T – 04/04

**Due: Job application package**

**Due: Proposal for Group Project**

Th – 04/06

Memo style

Read: Chapter 12

Week 13

T – 04/11

Read: Denise Sevick Bortree,“Pro-Environmental Behaviors Through Social Media: An Analysis of Twitter Communication Strategies”

Th – 04/13

Read: pp. 88-94

**Due: Progress Report Memo for Group Project**

Finding and Using Sources

Week 14

T – 04/18

Read: Chapter 13 (pp. 301-313)

Presenting Technical Information Orally

Th – 04/20

In-class work on Projects

Sign-up for presentation time

Week 15

T- 04/25

In-class work on Projects

Th – 04/27

Major project presentations

Week 16

T – 05/02

Major project presentations

Th – 05/04

Major project presentations

**Due: Major Project**