

**English 2338 (-009/-011)  
Technical Writing**

**SPRING 2018**

<b>COURSE INFORMATION</b>	<b>CONTACT INFORMATION</b>
ENGL 2338-009 Tuesday/Thursday 12:30-1:50 PH 310	Dr. Miller <a href="mailto:jennifermiller@uta.edu">jennifermiller@uta.edu</a>
ENGL 2338-011 Tuesday/Thursday 9:30- 10:50 PH 310	Carlisle Hall, 417
	<b>OFFICE HOURS</b>
	Monday/Wednesday 1-2 and Tuesday/Thursday 11- 12



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

## 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 should bring your textbook to class everyday. We will discuss samples of technical writing found in your textbook and complete exercises in your textbook.

See Blackboard for detailed directions about purchasing the text book through UTA's Affordable Access Campaign!

## Major Assignments

### **Practice Writing and Peer Reviews 20%**

Students complete 16 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.

These assignments are graded P = Pass or F = Fail. Students will only be able to make up work if their absence is excused. (See class policies for information about excused absences). One of your lowest practice writing grades will be dropped to account for an unexcused absence.

### **Correspondence Portfolio 20%**

This assignment requires students to draft, revise, edit, proofread, and format formal letters, professional emails, and memos. This assignment is peer reviewed.

\* Detailed directions and grading rubric available on Blackboard.

### **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. Additionally, students complete a set of emails thanking interviewers for their time and consideration. This assignment is peer reviewed.

\* Detailed directions and grading rubric available on Blackboard.

### **Definitions, Descriptions, and Instructions Portfolio 20%**

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.

### **Team or Individual Career Study and Presentation (T/ICS)\*\* 20%**

This assignment requires students to work collaboratively (or independently) to research their chosen career, identify critical aspects of professional preparation for their chosen career, and create a formal report and PowerPoint presentation to share their research to an audience of UT Arlington undergraduates who are interested in exploring careers and learning about professional preparation.

Students present their research in two formats typical in professional settings: a formal report and a PowerPoint presentation.

\* Detailed directions and grading rubric available on Blackboard.

\*\* Adapted from an assignment created by Dr. Christian Worlow

## **Class Policies**

### **Attendance**

Regular attendance is necessary for success in ENGL 2338. Students are expected to attend class regularly and to arrive on time. In class writing assignments may only be made up if a student has an excused absence. One unexcused absence will not affect your grade, because your lowest in class writing grade will be dropped.

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 accommodated.

### **Personal Issues**

It is inappropriate to discuss personal issues, including reasons for tardies or absences, during class time. You should meet your instructor during office hours or send a detailed email.

### **Emails**

All emails should contain your full name and the course number and section number. Your subject line should clearly state the content of your email. Please, review the syllabus for basic information about assignments and the announcements section on Blackboard for important updates.

### **Submitting on Blackboard**

All major assignments and practice writing must be submitted to Blackboard. All assignments submitted to Blackboard must be saved as a PDF file to maintain formatting and ensure that I am able to open them on my computer. It is your responsibility to guarantee that all your work is saved in this way and submitted in the correct format and to the correct place on Blackboard. If you submit work in the wrong format you will receive a zero for the assignment. If you save work to the wrong place it will be recorded as a 0.

### **Late Assignments**

Assignments, including homework, are due at the beginning of class on the due date specified. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date. If you are absent when class work or peer reviews are scheduled you will receive an F unless you have discussed the absence with your instructor and it has been excused.

## Schedule of Assignments

Date	Homework	Classwork
<b>Tuesday</b> 1/16		Introduction, syllabus, course goals, grading policy, workshop concept, peer review  Lecture: Comparison/Contrast Technical Communication and Technical Writing (from <i>Technical Communication: Process and Product Tenth Edition</i> )
<b>Thursday</b> 1/18	<b>Read</b> Chapter 1: Introduction to Technical Communication and Chapter 15: Workplace Memos and Letters (p. 324-337 only)	Review memo (Instructor's Manual Handout)
<b>Tuesday</b> 1/23	<b>Read</b> Chapter 2: Meeting the Needs of Specific Audiences	<b>Practice Writing 1</b> Complete the Digital and Social Media activity on p. 32 in groups of 2-3
<b>Thursday</b> 1/25	<b>Read</b> Chapter 6: An Overview of the Technical Writing Process	Lecture: Rhetorical Situation/Writing Process/Technical Writing Best Practices
<b>Tuesday</b> 1/30	<b>Read</b> Chapter 11: Editing for Professional Style and Tone  <b>Practice Writing 2</b> Type and submit exercise sets 1 – 15 (p. 204 – 222)	Review acceptable responses to homework
<b>Thursday</b> 2/1	<b>Read</b> Chapter 3: Persuading Your Audience	<b>Practice Writing 3</b> Persuasive Course Reimbursement Memo
<b>Tuesday</b> 2/6	<b>Read</b> Chapter 4: Weighing the Ethical Issues	<b>Practice Writing 4</b> Plagiarism Memo
<b>Thursday</b> 2/8	<b>Read</b> Chapter 10: Organizing for Readers	<b>Introduce Correspondence Portfolio</b>
<b>Tuesday</b> 2/13	<b>Read</b> Chapter 14: Email and Text Messages	<b>Practice Writing 5</b> Netiquette Memo

<b>Thursday 2/15</b>	<b>Read</b> Chapter 15: Workplace Memos and Letters	Review Letters from a Nut: <a href="http://www.tedlnancy.com/tedlnancy.php">http://www.tedlnancy.com/tedlnancy.php</a>
<b>Tuesday 2/20</b>	<b>Rough draft of correspondence portfolio due</b>	<b>Practice Writing 6</b> Peer Review Report
<b>Thursday 2/22</b>	<b>Read</b> Chapter 20: Informal Reports	<b>Practice Writing 7</b> Professional Organization Recommendation Report
<b>Tuesday 2/27</b>	<b>Read</b> Chapter 21: Formal Analytical Reports and Chapter 5: Teamwork and Global Considerations  <b>Final copy of correspondence portfolio due</b>	<b>Introduce Team Career Study</b>  <b>Practice Writing 8</b> Group Expectations Memo
<b>Thursday 3/1</b>	<b>Read</b> Chapter 16: Resumes and Other Job-Search Materials  Find job that meets your professional goals on a career site (Indeed, Monster, ext.) and bring a copy to class.	<b>Introduce Job Application Portfolio</b>  Review field specific resume guidelines
<b>Tuesday 3/6</b>		Review sample resumes, cover letters, and follow-up letters  Begin drafting materials
<b>Thursday 3/8</b>	<b>Rough draft of job application portfolio due</b>	<b>Practice Writing 9</b> Peer Review Report
<b>Tuesday 3/13</b>		<b>No Class – Spring Break</b>
<b>Thursday 3/15</b>		<b>No Class – Spring Break</b>

<b>Tuesday 3/20</b>	<b>Read</b> Chapter 7: Thinking Critically about the Research Process  <b>Final copy of job application portfolio due</b>	Library Research Lecture Each team member finds one relevant article (save for 3/22 class activity)
<b>Thursday 3/22</b>	<b>Read</b> Chapter 8: Evaluating and Interpreting Information	<b>Practice Writing 10</b> Evaluate/Interpret Article found 3/20
<b>Tuesday 3/27</b>	<b>Read</b> Chapter 9: Summarizing Research Findings and Other Information	<b>Practice Writing 11</b> Complete General number 1 on p. 181 using article found 3/20
<b>Thursday 3/29</b>	<b>Read</b> Chapter 12: Designing Visual Information	<b>Practice Writing 12</b> Create Graphics for T(l)CS
<b>Tuesday 4/3</b>	<b>Read</b> Chapter 13: Designing Pages and Documents	<b>Practice Writing 13</b> T(l)CS Style Sheet
<b>Thursday 4/5</b>	<b>Read</b> Chapter 24: Blogs, Wikis, and Web Pages and Chapter 25: Social Media	<b>Practice Writing 14</b> Create or Update a Linked in Profile
<b>Tuesday 4/10</b>	<b>Read</b> Chapter 17: Technical Definitions	<b>Introduce Definitions, Descriptions, and Instructions Portfolio Assignment</b>  Review samples of technical definitions
<b>Thursday 4/12</b>	<b>Read</b> Chapter 18: Technical Descriptions	Review samples of technical descriptions
<b>Tuesday 4/17</b>	<b>Read</b> Chapter 19: Instructions and Procedures	Review “Preparedness 101: Zombie Apocalypse” by Ali S. Kahn  <b>Practice Writing 15</b> Following Directions (Origami)
<b>Thursday 4/19</b>	<b>Rough draft of definitions, descriptions, and instructions portfolio due</b>	<b>Practice Writing 16</b> Peer Review Report

<b>Tuesday 4/24</b>	<b>Read Chapter 23: Oral Presentations and Video Conferencing</b>  <b>Final copy of definitions, descriptions, and instructions portfolio due</b>	Review PowerPoints
<b>Thursday 4/26</b>		No Class – Finish T(I)CS and Presentation
<b>Tuesday 5/1</b>		Presentations
<b>Thursday 5/3</b>		Presentations

## 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://www.uta.edu/aaofaol/>).

### 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.