English 202 TH1: Technical Writing
Three Rivers Community College - Fall, 2017

Instructor: Kathleen O'Reilly-Wild

Class Meets: Monday 11:00 a.m. -12:15 p.m. in Room E218 and online via Blackboard

Office Hours: Monday 12:30-1:30 p.m. or by appointment in Room D205.3

Mailbox: D207 (be sure to get MY mailbox, not Kathleen O'Reilly who is another instructor)

Email: KOreilly-Wild@trcc.commnet.edu   **Cell Phone:** (860) 941-5900 – urgent only

Communication: I will primarily communicate with you through Announcements on *Blackboard.* You are responsible for checking your **trcc.commnet.edu** email address. This course is connected through *Blackboard* to your TRCC email account which you may forward to your preferred email address.

Required Text:

Lannon, J.M., & Gurak, L.J. (2017). *Technical Communication* (14th ed). New York, NY: Pearson.

Course Description

ENG K202: Technical Writing is designed for students who want to develop writing skills needed in the workplace. After targeting an audience, students will complete an array of assignments: memos, instructions, proposals, formal analytical reports, etc. Topics for these assignments will relate to the student's major. Students will learn how to format pages, incorporate visuals into their writing, and give brief oral reports based on their written assignments. Students should have familiarity with word processing before enrolling in the course. ENG K101 or K101S is an ENG 202 prerequisite.

Course Expectations

It is expected that all students will share professional and academic writing objectives with the class. This will drive discussions, class, and deliverables and make the course relevant for each student.

You will be successful when you stay engaged: ask and answer questions, provide thoughtful feedback, and participate fully during lectures, guest presentations, brainstorming in class and on-line.

Whenever possible, 100% of the course content will be available on-line via Blackboard and other internet-accessible sites. **It is your responsibility to have a reliable internet connection, navigate Blackboard, use email and participate as required on-line.**

Writing in the workplace is instruction-sensitive and deadline-driven. It is your responsibility to **understand the learning objectives for the course, the rubric for each assignment and turn in your best work when it is due**.

The nature of technical writing is that it is a process of drafting, editing and revising. All students are **expected to solicit feedback from peers and instructors** as part of the learning process.

You may contact me via email and I will make every effort to respond within 24 hours. When sending email or a text, **please use a professional format and tone** as befits a work environment; also, **please enter your name**. If I have not responded within 24 hours, you may text or call at the cell number above.

Learning Objectives

- Recognize the difference between writing academically and for business, industry and technical fields
- Understand the importance of error-free documents in the workplace
- Prepare documents with clarity and economy of words
- Recognize and adjust for audience background and knowledge when creating workplace documents
- Create visuals for documents that are well-integrated into the text
- Format documents to fit writing assignments including letters, memos, proposals, and short reports
- Produce a formal, analytical report using advanced research techniques
- Prepare and give an oral presentation of the formal report's major findings
- Collaborate over a distance
- Manage writing projects in ways found in workplace settings

Withdrawal Date: Students may officially withdraw at the Registrar's Office up until <u>Monday, December 11, 2017.</u> Withdrawing may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and during your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor. You may be asked to sign a statement attesting to originality.

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action (i.e. a notation of the student's permanent record, suspension, or expulsion). Do not take the risk – cite everything!

Disability Services A113: If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Accommodations cannot be provided until you give me written authorization from a DSP. The Counseling & Advising Office is in A113.
    Matt Liscum - (860) 215-9265 – Learning disabilities, ADD/ADHD, autism spectrum, mental health
    Elizabeth Wilcox - (860) 215-9289 – Medical, mobility and sensory disabilities

The Writing Center C117: The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources and emailed paper submission. To contact the Writing Center, call (860) 215-9082 or email TRWritingCenter@trcc.commnet.edu.

Donald R. Welter Library: The library is open Monday-Thursday from 8:30 a.m. to 8:00 p.m. and Friday from 8:30 a.m. to 3:00 p.m. It is closed on Saturdays and Sundays. The Circulation & Information Desk may be reached at (860) 215-9051. For more information, visit the library's website.

Computer Lab E112/Printing: The open computer lab's hours are Monday-Thursday 9:00 a.m. to 9:00 p.m. and Friday 9:00 a.m. to 6:00 p.m. It is closed weekends. Students can print from E112 and the Library. Each semester you have a printer quota of 500 sheets; after 500, you must pay $5.00/100 pages.

Mandated Court Reporter: I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services who may want to discuss your rights/options and will do their best to protect your privacy and honor your wishes, but may need to investigate or contact law enforcement if needed.

Class Protocol: Cell phones – on silent and put away off desk; Breaks/Rest Room – if needed, go; Food/Drinks – not permitted in Computer Lab; Earbuds/Music – permitted during independent work.

Grading

Grades are based on a 500-point scale which is divided by 5 to equate to the 100-point TRCC grading system. Points may be earned as follows with details below the chart:

Category	Quantity	Potential Each	Total Potential
Reading Quizzes	3	10	30
Minor Writing Assignments	3	10	30
Major Written Assignments	3	20	60
Group Assignment	1	20	20
Blackboard Discussions	10	30	300
Class Participation	10	0-3	30
Final Report/Presentation	1	35	30
			500

Reading Quizzes: This hybrid class is a flipped classroom which means that it is imperative that you do the reading to teach yourself technical communication skills in order to do the assignments. I will assign reading most weeks and will post a multiple-choice quiz three times during the semester. You may forego taking 1 of the 3 quizzes with no penalty. You may not go back and re-take a quiz once its date is passed; in other words, if you forego taking the first quiz, you cannot change your mind and go back.

Minor Writing Assignments: Typically, these minor writing assignments will be drafted before class meets and will be revised, edited, proofread and submitted at the end of class that same day. If you are absent without notice you will not have the benefit of a peer or instructor review; however, you may take the additional week to submit the final assignment. Assignments earn points at both draft and final stages.

Major Writing Assignments: Any student may improve his/her grade by submitting a rewrite based on instructor feedback within 1 week of grading. Any student receiving a grade lower than 70 on any major writing assignment* is _required_ to resubmit the assignment by the next class. The two grades will be averaged for a final grade. Rubric and deadlines will be communicated via *Blackboard*.

Group Assignment: See page 6.

Discussion Boards: See page 4.

Attendance/Participation: Workplace communication requires a commitment to participation through regular attendance; absenteeism is a detriment to community, knowledge and production. Your learning will be through individual and group assignments in a workshop setting so attendance in class is critical. You may earn participation points as follows:

3	Attended, Was Prepared and Actively Engaged
2	Attended, Was Late, Left Early or Did Not Engage
1	Excused absence
0	Unexcused absence

Final Report/Presentation: This meets the objective of preparing and presenting a formal analytical report and will be assigned mid-October. It is a formal study of 8-10 pages that will rely upon academic research (a minimum of 6 sources), data, visuals, interpretation and summarization. The report will also feature formal section headings, including Background, Problem Analysis, Purpose, Scope, Body, and References. The presentation will be a maximum of 5 Powerpoint slides on the last day of class. All students are required to maintain a portfolio in Digication that uses the TRCC Template – for ENG 202, students will upload the Final Report in Digication.

Discussion Board Criteria and Grading Rubric
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Active participation: 3 or more posts are submitted during the week, including one initial post made by the student and two responses from the student to peers' original threads. Participate over 2-3 days.

Timely participation: The first post is submitted by 11:59 pm (EST) Thursday evening with subsequent posts by 11:59 pm (EST) Sunday evening before class on Monday.

Professional communication: Post are grammatically correct with no spelling, capitalization, or punctuation errors. Resources are used to validate the information shared and references are provided.

Response to questions: All questions from the prompt are answered in complete detail in the initial post.

Evidence of critical thinking or extending information: Posts are written using personal experiences and research so that classmates are motivated to continue the conversation and explore topics being addressed.

Course connections: Posts are written to show an understanding of course materials and lectures through application of learning to the conversation.

	No Attempt 0 points	Deficient 1 point	Needs Improvement 3 points	Proficient 5 points
Active Participation	No posts made during the week.	Only 1 post made during the week.	Initial post and 1 response on a peer's original thread made during the week.	Initial post and 2 responses on a peer's original threads made during the week.
Timely Participation	No posts made during the week.	Initial post was not on time.		Initial post on time.
Professional Communication	No posts made during the week.	Posts contain significant grammatical, capitalization, spelling, or punctuation errors. No attempt to provide resource reference(s); if required.	Posts contain some grammatical, capitalization, spelling, or punctuation errors. Some resource reference(s) attempted; if required.	Posts were well written with no grammatical, capitalization, spelling, or punctuation errors. Resource reference(s) provided; if required.
Response to questions	No posts made during the week.	Questions are not addressed adequately; responses irrelevant or off-topic.	Questions are mostly addressed.	Questions are fully addressed.
Evidence of critical thinking or extending information	No posts made during the week.	Posts do not contribute to class discussion, or "I agree" or "Great idea" statements that do not attempt to further discussion.	Posts attempt to contribute to class discussion through conversational statements relying largely on summarizing what others have said in an attempt to further discussion.	Posts actively stimulate and sustain further class discussion by relaying accurate information and offering responses supported by personal experience and research.
Course connections	No posts made during the week.	Posts show minimal evidence that course materials were reviewed or understood.	Posts show significant evidence that course materials were reviewed but missing a key concept.	Posts show clear evidence that course materials were reviewed and understood.

**Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy
Regarding Sexual Misconduct Reporting, Support Services, and Processes Policy**

Public Act No. 14-11:
An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence, and stalking."

Title IX Statement of Policy

"Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin, in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment and/or racial or ethnic discrimination on the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

> Edward A. Derr
> Student Diversity and Title IX Coordinator
> Admissions Welcome Center, Office A116
> 574 New London Turnpike, Norwich, CT 06360
> (860) 215-9255, EDerr@trcc.commnet.edu

How to Format Your Papers and ENG 202 Particulars
based largely on the Syllabus of Andrew Marvin at Three Rivers Community College

APA Formatting and Citation

• Formal papers are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.

• Double-space your entire paper. No extra white space. Use left-alignment; do not justify.

• Use only one space after periods or other punctuation marks.

• Use 1-inch margins—top, bottom, left, and right.

• Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word processor; do not hit the space bar five times.

• Include a page header/running head at the top of every page that contains flush right page numbers and a flush left, all caps, shortened (50 characters maximum) version of your TITLE.

• Essays should include four major sections: Title Page, Abstract, Main Body, and References.

• The title page should contain the paper's title, author's name, and institutional affiliation. Include the page header described above. Only in the title page header, include "Running head:" before your all caps SHORTENED TITLE, like so, "Running head: TITLE".

• Type your title in title case in the upper half of the page. Beneath the title, type your first name, middle initial, and last name. Beneath your name, type the institutional affiliation.

• The Abstract page should have "Abstract" as the title, centered without no formatting.

• Your abstract should be 150–250 words summarizing the key points of your research. Do not indent your abstract. Include "Keywords:" beneath it to help others find your work.

• Include your title, centered without formatting, on the first page of your Main Body.

• Staple your assignment in the upper left-hand corner.

Use APA style to document sources. Parenthetical citations should contain the author's last name, year, and page number and appear at the end of the sentence, like this:

> The efficacy of blasters as compared to "hokey religions and ancient weapons" has long been a source of contention between scoundrels and farm boys (Solo, 1977, p. 237).

You would then include a full APA citation on your References page that corresponds to your in-text citation, like this:

> Solo, H. (1977). A good blaster at your side (2nd ed.). Corellia, NY: Pearson.

If you need help with APA format, see me, or consult our textbook (p. 651). You can find sample documents, as well as grammar and stylistic help, in part five of the book. You might also look up the free Purdue OWL APA Style Guide at http://owl.english.purdue.edu.

Attention to detail is what separates good from great. If you have questions, just ask.

How to Format Your Papers and ENG 202 Particulars, continued
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Drafts

Writing is a recursive, iterative process, so we will be relying on drafts to ensure our work is of professional quality. Each week, after completing the reading quiz, you will produce a draft of that week's assignment. You will submit your draft digitally on Blackboard by the start of next class. We will then use your drafts to answer questions and facilitate discussion. Be sure to have access to a digital copy of your drafts. While drafts are not formally graded, you are expected to come to class prepared to share and revise your in-progress work. Doing so strengthens your assignment in preparation for its graded final submission at the end of class. If you do not participate in the drafting process for an assignment, either by absence or lack of preparation, two points will be deducted from your final draft. e.g., failure to produce a draft of a ten-point assignment results in a maximum possible score of eight points.

Final Assignment Submissions

Following our discussion, the second part of most class periods will be allocated for you to revise, proofread, and finalize your assignment before submitting it for grading. Final assignments are always submitted via Blackboard by the end of the class period. Because we have limited time to discuss and workshop drafts, coming to class with a strong draft is essential. Do not assume you can complete an assignment from scratch in a partial class period. Not only will you incur the penalty explained above, but your final submission will likely be of poorer quality.

Types of Technical Writing

Here is a brief overview of the types of technical writing we will be learning this semester.

Email, Memos, Letters, Instructions, Definitions

These assignments are intended to improve various skills related to technical communication, including prioritizing clarity and concision, developing professional tone and style, and designing effective documents. They will improve your writing via common document formats that are essential to communicating in the workplace.

Group Proposal and Presentation

This assignment comprises a formal written document and oral presentation. Students will be assigned to a group and asked to write a collaborative proposal on an issue of their choice. Each group will then deliver the proposal as a formal oral presentation that uses visuals and/or PowerPoint/Keynote slides.

Social Media and the Job Search

In the job market, many qualified applicants often apply for a single position. As such, we must ensure that our application materials stand out among the competition. In this class, you will craft your own LinkedIn profile based on your real experience and skills, after researching and critiquing the LinkedIn profiles of people whose career goals are similar to your own. Part of this assignment includes crafting an email cover sheet and an email requesting a LinkedIn connection to a possible mentor or employer.

Formal Analytical Report and Individual Presentation

Your grand finale will be an 8–10-page formal analytical report, which is a researched study that provides an in-depth analysis of a key problem or idea in your field of study. Details to follow.