**English 202: Technical Writing**

**Instructor**:Dr. Fox

**Class Time**: Online and Wednesdays: 3pm to 4:15pm

**Class Location**: E125

**Office:** C134

**Office Hours**: Tuesday and Thursday: 3:30-4:30pm. Wednesday: 8:30-9:30am

**E-mail**: [pfox@trcc.commnet.edu](mailto:pfox@trcc.commnet.edu)

**Mailbox**: D207

**Required Texts**:

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

**Course Description and Goals:**

This course 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 a prerequisite for this course***.

**LEARNING OUTCOMES**

***Upon successful completion of ENG 202, you should be able to:***

* Recognize the difference between academic writing and writing in 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 with the text.
* Format documents to fit specific writing assignments including, but not limited to, letters, memos, proposals, 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

**Additional Note on Course Goals and Philosophy –** We have two broad goals this semester: to think like a writer in workplace situations and to increase our knowledge of specific workplace communications. We will study writing as a business and economic process and examine how authors determine audience, purpose, and tone. It’s my goal this course will strengthen your ability to question critically and to write purposefully.

**How Does a Hybrid Course Work?**

Our section of ENG 202 is a hybrid course, which means we will meet once a week on campus, and the rest of the course will take place online via Blackboard. It does not mean there is less work to be done compared to an on-ground course that meets twice a week. To make effective use of our class time, we will be using a flipped classroom model. In our flipped classroom, you will be responsible for teaching yourselves various forms of technical communication before we meet in class. Weekly exercises due on Mondays will insure you have done the readings. Bring the assigned exercise to class on Wednesdays. We will spend the first part of class addressing questions, discussing concepts, and critiquing drafts. You will then have the remainder of the class period to revise and to begin the final assignment for the unit (due the next Monday, submitted to Blackboard).

**Course Policies**

**Technology:**

We will use cellphones and computers for class-related work and research. Please do not access unrelated internet or computer content while working on computer assignments in class. Students who disrupt class will be asked to leave.

**Late Work:**

Work is due on the dates stated in the course outline or by instructor. Late work will not be accepted, unless there is a well-documented (e.g. doctor’s note) problem AND the student informs the instruction before the due date.

**Final Assignments:** Unless otherwise stated by the instructor, final assignments are typed, double-spaced, Times New Roman font, size 12, and final assignments follow other MLA guidelines (unless a specific format is previously discussed in class).

**Grading includes the following:**

**Class participation – 15%** - Completing all exercises and assignments, attending and participating in **all** classes, group work, and assigned writings; arriving on time and prepared. Attendance in this class **is absolutely essential**. We will engage in role-playing, group work, and case studies as a class. If you actively participate, I guarantee you will not want to miss class. I take attendance every class; there are three scores: 0, 75, 100. Zero means you did not come to class. 75 means you arrived late or left early. 100 means you arrived on time and stayed for the entire class. Keep in mind that your absence does not alter

due dates; you are still responsible for submitting your work on time.

**Memo - 5%** - A series of memos. Some communicate workplace issues to your class’s mock business. Others communicate information to mock businesses.

**Business Letter – 5%** –A block-style, formal letter to an outside business of your choice, indicating satisfaction or lack of satisfaction in a product. We will mail these letters and discuss the responses in class.

**Visual Aid – 5%** - A concise, coherent visual reference to an existing issue in the business world. Note: an additional visual aid is required in your final, long report.

**Short Report – 5% -** You choose a scenario and respond to it with a specific type of short report.

**Instructions / Procedures – 5%** - A written set of instructions for an item of your choice. Includes a visual aid.

**Résumé / Cover Letter – 15%** - Finalizing a résumé and cover letter for yourself. Chronological and functional.

**Proposal – 5%** – A formal plan to address an existing problem in your class’s mock business.

**Assigned Exercises – 10%** - Assigned exercises from chapters in the textbook.

**Long Report, including Oral Presentation - 15%** - A semester-long challenge to create a business, produce a business model and mission statement, examine a problem, and propose a solution. This assignment has many component parts, including several drafts. This assignment is also group-based; thus, it requires **regular** **class attendance** and communication with peers **outside of class**.

**Final Exam (take-home) – 15% -** The final examination is both comprehensive and reflective. Specific instructions and review for the final examination will be covered in class.

**The total number of points you earn determines your final grade, according to Three Rivers’ grading scale below.**

**Percentage of Points Letter Grade GPA**

93–100 A 4.0

90–92 A− 3.7

87–89 B+ 3.3

83–86 B 3.0

80–82 B− 2.7

77–79 C+ 2.3

73–76 C 2.0

70–72 C− 1.7

67–69 D+ 1.3

63–66 D 1.0

60–62 D− 0.7

0–59 F 0

**Major Assignments and Descriptions –** below I have provided the general point for each major assignment. Please understand there is a lot more information we will discuss this semester, and some things may change as the semester progresses.

**Week 1 – Audience, Purpose, Tone.** What are some assumptions about writing you hold? What do you think and/or assume of business writing in general? 4C writing - Clear, concise, courteous, correct.

**Week 2 – Memos/Email.** Is the memo a lost communication method? Is e-mail the predominant communication method? How does the format of each affect its content?

**Week 3 – Business Letters.** Block formatted business letters – what do they look like? Is there a product you typically consume? Satisfied or unsatisfied with it? You will write a letter to an actual business, and we will discuss responses.

**Week 4 – Visual Aids.** We live in a visual world. How are effective visuals created AND presented?

**Weeks 5 – Short Reports.** What is the purpose of a workplace report? How are workplace issues communicated in reports?

**Weeks 6 and 7 – Instructions and Procedures.** How many times in a day do you take or give instructions? What are some examples of easily understood instructions? How does this syllabus read as an instruction set?

**Weeks 8 and 9 – Résumés.** Do you have a résumé? Is it chronological or functional? Both résumé types will be covered. We will also look at LinkedIn profiles.

**Weeks 10 and 11 – Proposals.** How are proposals the backbone of business success? Who proposes? Who receives a proposal?

**Weeks 12 to end of course – Oral Presentation Skills/Practice.** We will share past experiences in formal presentations.

**Formal Reports.** In-class time to work through this collaborative, cumulative project. Also, presentation time for reports.

**Helpful College Resources**

**Plagiarism**

If you use someone else’s words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person’s work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. Plagiarism will be reported to the Academic Dean, and the incident will go on record.

**Withdrawal**

Students may officially withdraw from any class at the Registrar’s Office (A115, registrar@trcc.commnet.edu, 215-9919) up to one week before the last day of classes. You do not need to inform the professor, but they can help you decide whether withdrawal is the right choice. Withdrawing does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

**myCommNet Alert**

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet. In addition, there may be instances when the college is open, but I am unable to make it to campus. In these rare cases, I will notify you via email/Blackboard as soon as possible.

**Special Considerations for Students with Disabilities**

If you have a disability that may affect your performance in this course, please meet with a Disability Service Provider (DSP; see the chart below) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college’s Office of Disability Services. *Also note that accommodations take effect when the instructor receives the paperwork from a student*. They will not be provided retroactively.

TRCC Disability Service Providers:

*Matt Liscum*, Counselor

(860) 215-9265

Room A113

Learning disabilities,

ADD/ADHD, autism

spectrum, mental health

*Elizabeth Wilcox*, Advisor

(860) 215-9289

Room A113

Medical, mobility, and

sensory disabilities

**Academic Integrity**

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 throughout 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.

**The Writing Center**:

C113 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](mailto:TRWritingCenter@trcc.commnet.edu).

**Donald R. Welter Library**

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the library’s website.

**Computer Labs**

In addition to the Writing Center’s Tutoring Lab and the library, room E112 is an open computer lab. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions.

**Printing**

Students can print from the open computer lab and the library. Each semester a printer quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to pay $5.00 for each additional 100 pages.

**Digication**

All students are required to maintain an online learning portfolio in Digication using the college template. Digication gives students the opportunity to monitor their personal growth and integrate lessons from inside and outside the classroom. Periodically, a Three Rivers General Education Assessment Team will select and review random works to help improve the college experience. Student work reviewed for assessment purposes will remain private and anonymous. Students can create multiple portfolios and may continue to use their Digication account after graduation.

**Mandated Court Reporter**

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus. You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free, 24/7 counseling services, which can also connect you with legal or medical help.

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

Statement of Policy for 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. It is the intent of the BOR and each of its colleges or universities ENG 202-HY1 SYLLABUS 11 to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

**United States Department of Education and Office of Civil Rights Title IX Statement of Policy**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX. Title IX 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 (as well as other persons) at recipient institutions 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:

*Maria Krug* Title IX Coordinator Office C131 574 New London Turnpike, Norwich, CT 06360 (860) 215-9208 mkrug@trcc.commnet.edu

**Course schedule dates and notes.**

***Please note: there are some things over which I have no control. This schedule is tentative and subject to change. Major assignments due on Mondays submitted via Blackboard.***

***Please check Blackboard for up-to-date, daily and weekly assignments.***

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|  | ***Mondays (ONLINE)*** | ***Wednesdays (Class)*** |
| Week 1 (Aug 29) | Discussion Board Introductions | Introductions  Class structure / Syllabus review |
| Week 2 (Sept 3 and 5) | Read Chapters 2, 14 (p.317-318), and 15 (memo part)  Exercise 1 on page 14  Email to course instructor  “Global” exercise on page 322 | Memos: Discussing Audience, Purpose, Tone and 4Cs of technical writing |
| Week 3 (Sept 10 and 12) | Final Memo Due  Read Chapter 15 (letter part)  Exercise 5 on page 365 | Business Letters: Reader vs writer centered letters |
| Week 4 (Sept 17 and 19) | Final Business Letter Due (exercise 4 on page 365)  Read Chapter 12  Exercise 1 on page 280 | Visuals: White space?  Using tables and graphs  The idea of a “trend” |
| Week 5 (Sept 24 and 26) | Final Visual Aid Due  Read Chapter 20 and 21  Exercise 1 page 491 | Short Reports: What are they? Format? |
| Week 6 (Oct 1 and 3) | Final Short Report Due  Read Chapter 19  Exercise 5 page 469 | Instructions versus procedures  Warnings and cautions  Visuals |
| Week 7 (Oct 8 and 10) | Final Instructions Due  Read Chapter 19 | Instructions versus procedures  Warnings and cautions |
| Week 8 (Oct 15 and 17) | Final Procedure Due  Read Chapter 16  Exercise 1 page 393 – you need both a functional and chronological resume !!! | Resume  Chronological vs Functional |
| Week 9 (Oct 22 and 24) | Read Chapter 16  Exercise 2 page 393 – I need both the job description and your cover letter | Cover Letters  Mock Interviews (STAR methods) |
| Week 10 (Oct 29 and Oct 31) | Final Resume and Cover Letter Due  Read Chapter 22  Exercise 3 page 571 | Proposals  Solicited vs unsolicited |
| Week 11 (Nov 5 and 7) | Final Proposal Due  Read Chapter 21  See handout on Final Group Project | Formal Reports / Long Reports  Tying everything together this semester |
| Week 12 (Nov 12 and 14) | Discussion Forum on group topic for final report | In-class work on Final Report |
| Week 14 (Nov 19 and 21) | Revised Resume and Cover Letter Due | No class – Thanksgiving |
| Week 15 (Nov 26 and 28) | Discussion Forum on group progress of final project | In-class work on Final Report  Evaluating Peer Contributions |
| Week 16 (Dec 4 and 6) | Final Long Proposal / Formal Report Due  Read Chapter 23  Exercise 2 on page 601 together with “TEAM” on page 601 | **Oral Presentations** |
| Week 17 (Dec 11) | **Final Exam Due** |  |