

SYLLABUS

Spring Semester 2017

Introduction to Technical Writing

English 254, Section 1

Dr. Lynn Ludwig

|  |  |
| --- | --- |
| Office: CCC 312Office Phone: 715-346-3230Email: lludwig@uwsp.edu | Office HoursW 3:00-4:00 (CCC 312) W 2:00-3:00 & TH 3:30-4:30 (TLC, Library)Email me to schedule appointments, both during designated and non-designated Office Hours |

*You may bring your cell phones, earbuds, and laptops to class. Laptops are provided in the classroom (CCC 323), but many students prefer to use their own. I will give you ample cell phone* *breaks, so please* ***keep cell phones******in your backpacks*** *so you won’t be tempted to check them when they vibrate. Unauthorized use of technology in the classroom is unprofessional, rude, and distracting to all.*

***You are expected to come to every class, be on time, and come******prepared with an eagerness to participate****.*

**ENGLISH DEPARTMENT STATEMENT ON ELECTRONIC**

**CONTENT CAPTURING IN CLASSROOM**

**Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. NOTE: I, Dr. Lynn Ludwig, am giving written permission to photograph (via any electronic device) the homework assignments that I write on the classroom board, in every class meeting.**

**Course Description**

This class is practical and practice-oriented. You will learn useful methods for creating effective workplace documents that you can apply immediately to a variety of documents. As you learn to analyze and understand your readers’ needs, as well as develop a coherent structure, clear style, and compelling page layout, you will be able to create workplace documents that communicate effectively.

In this course you will:

* learn rhetorical principles found in technical writing,
* apply research methods relevant to technical writing,
* acquire workplace document creation skills; and,
* practice ethical conduct, in research and writing.

**Student Learning Outcomes**

* demonstrate the use of rhetorical principles in technical writing,
* apply research methods relevant to technical writing correctly,
* create workplace documents; and ,
* model ethical behavior in workplace actions and documents.

**Course Goals**

The overall purpose of this course is to introduce you to some of the different types of documents found in the technical writing workplace and to give you the chance to practice writing them.

By the end of the semester, you should have achieved the following goals:

1. Learn rhetorical principles found in technical writing that focus on:

a. recognizing the importance of purpose, audience, and context,

b. developing flexible strategies for creating content,

c. organizing information into a logical structure; and,

d. using appropriate tone and style that is consistent and correct.

2. Apply research methods in technical writing that incorporate:

a. evaluating the quality and validity of sources; and,

b. applying appropriate citation methods for text and graphics.

3. Acquire skills for creating workplace technical writing documents that include:

a. developing an overall concept design,

b. using layout and format to enhance readability,

c. applying software mechanics effectively; and,

d. developing strategies for revising, editing, and proofreading.

4. Practice ethical conduct, as a technical writer, that prevents:

a. causing harm to others; and,

b. committing plagiarism or copyright infringement.

**Required Textbook**

Rental: *Practical Strategies for Technical Communication*, 2nd edition, by Mike Markel

**Communication**

Please email me to reserve time during my office hours. If you cannot meet during my designated hours, we will work out a different time to meet. Outside of class and my office hours, my preferred method of communication is via email. We will use D2L, as well, **so check daily for messages and postings in email and D2L**.

**Assignments**

Assignments: There will be 4 formal writing assignments. To avoid heavy penalties, turn in assignments on the dates due and pay special attention to the dropbox location in D2L. **I will not accept late assignments.**

**Participation & Attendance**

Participation: This category includes the following: class attendance, class preparation and in-class participation quality, all equally graded. There will be **daily** reading assignments from the textbook.

# Attendance: I will take attendance. I expect you to be here every class day, ready to work. Any absence can seriously impact your final grade. Contact me via email, in advance, if you anticipate an absence.

**Grade Distribution**

**Writing Assignments 80%**

 Assignment 1: 20%

Assignment 2: 20%

 Assignment 3: 20%

 Assignment 4: 20%

**Participation & Attendance 20%**

**Total 100%**

**I will evaluate your work from the perspective of writing in a professional setting, and here is a brief synopsis of how I will assess your work and the letter grade that goes with it:**

|  |  |
| --- | --- |
| **A range**  | **Yes!** Your audience would be impressed and your supervisor would remember the work when considering a promotion for you. You took extra steps to be original or creative in developing content, or developing visual or verbal style.  |
| **B range**  | **Well, OK…** You got the job done and the document is complete content-wise, well-organized, and shows attention to style and visual design. Your supervisor would be satisfied with the job, but not impressed, and likely would have suggestions to revise and improve the document.  |
| **C range**  | **Hmmm…** You finished the job and while it is complete, content-wise, and organized, your audience would have questions. Your supervisor would be disappointed and ask you to revise or rewrite sections before allowing others to see the work.  |
| **D range**  | **Oh my gosh!** The document is lacking in its completion. Your supervisor would be troubled by the poor quality of the work and would demand significant revision.  |
| **F**  | **Uh-oh…** Your supervisor would start looking for someone to replace you (or you committed plagiarism).  |

**In addition to the specific assignment goals in each writing assignment (outlined in handouts I will give you in D2L), specific areas I will be evaluating in all of your work are as follows:**

* Reader awareness (audience)
* Goal of writing is clear (purpose)
* Language/jargon is tailored to audience/culture (context)
* Conciseness
* Use of appropriate business document format and layout (white space, block paragraphing, bullets, use of emphasis)
* Correctness of grammar, word choice, and punctuation
* Appropriate delivery mechanism (email, hard copy, etc.)

**Plagiarism**

Taking credit for someone else’s work is plagiarism. It is stealing. Plagiarism is not tolerated at UWSP and there can be serious consequences for offenses. Avoiding plagiarism does not mean you cannot use the exact words from a source, but that you must give the source credit.

**University Resources**

* Take advantage of all the valuable resources at the Academic and Career Advising Center (ACAC), 320 Albertson Hall (ALB), Phone: 715-346-3226 • Email: acac@uwsp.edu​
* Students of all majors will benefit throughout their academic careers by using the Tutoring-Learning Center (TLC) basement of the library, LRC Room 018, Phone: 715-346-3568 • E-mail: tlctutor@uwsp.edu.
* Students (with formally diagnosed or informally suspected) learning differences may want to visit UWSP’s Office of Disability Services to work with that office to develop a Request for Accommodations Form or a referral to Assistive Technology, 609 Albertson Hall, Phone: 715-346-3365 • E-mail: datctr@uwsp.edu
* UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to

ensure that each student has the opportunity to succeed, we have developed a set of expectations for

all students and instructors. This set of expectations is known as the *Community Rights and*

*Responsibilities* document, and it is intended to help establish a positive living and learning environment

at UWSP. Click here for more information: http://www.uwsp.edu/dos/Pages/Academic-

Misconduct.aspx

* Academic integrity is central to the mission of higher education in general and UWSP in particular.

Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don’t do it! The minimum

penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information,

see the “Student Academic Standards and Disciplinary Procedures” section of the *Community Rights and*

*Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document

at: http://www.uwsp.edu/dos/Documents/CommunityRights.pdf - page=11.

**English 254, Section 1**

**Spring 2017 Semester Outline**

**Dr. Lynn Ludwig**

**Assignments are due in D2L BEFORE class starts and all reading assignments will be given in class.**

|  |  |
| --- | --- |
| **Date** | **Activities & Major Due Dates** |
| Week 1Jan. 24 & 26 | **Introduction to Course, Textbook, & Letters in Technical Communication Settings****Read Chapter 1: Introduction to Technical Communication** |
| Week 2Jan. 31 & Feb. 2 | **Read Chapter 2: Understanding Ethical and Legal Obligations****FA 1: Writing Claim Letters** |
| Week 3Feb. 7 & 9 | **Read Chapter 3: Writing Collaboratively****Bring DRAFT of FA 1: Claim Letter, for Workshop on the 9th** |
| Week 4Feb. 14 & 16 | **Read Chapter 4: Analyzing Your Audience and Purpose****FA 1: Claim Letter is DUE (16th)** |
| Week 5Feb. 21 & 23 | **Read Chapter 5: Researching Your Subject****FA 2: Writing Memos in Technical Communication Settings** |
| Week 6Feb. 28 & Mar. 2 | **Read Chapter 6: Writing for Your Readers****Bring DRAFT of FA 2: Memo, for Workshop on the 2nd** |
| Week 7Mar. 7 & 9 | **Read Chapter 7: Designing Print & Online Documents****FA 2: Memo is DUE (9th)** |
| Week 8Mar. 14 & 16 | **Read Chapter 8: Creating Graphics****FA 3: Writing Incident Reports in Technical Communication Settings** |
| Week 9Mar. 21 & 23 | **NO CLASS - SPRING BREAK** |
| Week 10Mar. 28 & 30 | **Read Chapter 9: Writing Correspondence****Bring DRAFT of FA 3: Incident Report, for Workshop on the 30th** |
| Week 11Ap. 4 & 6 | **Read Chapter 10: Writing Job Application Materials****FA 3: Incident Report is DUE (6th)** |
| Week 12Ap. 11 & 13 | **Read Chapter 11: Writing Proposals** |
| Week 13Ap. 18 & 20 | **Read Chapter 12: Writing Informational Reports** |
| Week 14Ap. 25 & 27 | **Read Chapter 13: Writing Recommendation Reports** |
| Week 15May 2 & 4 | **Read Chapter 14: Writing Definitions, Descriptions, & Instructions****Bring DRAFT of FA 4: Extended Definition, for Workshop on the 4th** |
| Week 16May 9 & 11 | **Read Chapter 15: Making Oral Presentations** |
| **Final Exam: May 16** **@ 12:30** | **FA 4: Extended Definition is DUE, at start of Final Exam Period** |