

ENGLISH 354-2

Fall 2017 Semester Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check D2L for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Professor: Dr. Lynn Ludwig

Office: CCC 312

Virtual Office Hours: I will hold virtual office hours on T 12:00 p.m.-2:00 p.m. and TH 6:00 p.m.-7:00 p.m. Please RSVP via email, for virtual office hours, at least 12 hours in advance.

In person Office Hours: M & W 3:00-4:00, TH 3:00-3:30

TLC (Library Basement ALB 018) Office Hours: W 2:00-3:00

Office Telephone: 715-346-3230

E-mail: lludwig@uwsp.edu (Preferred form of contact)

Course Information

Course Description:

Advanced training and practice in workplace writing for business, industry, office, lab. Assuming writing is shaped by workplace culture and ethics, collaboratively produce a few large technical documents in context of simulated and real consultations with local business/industry. Available for undergraduate credit as ENGL 354.

Note: the *collaborative projects* will be done in the parallel IS 399 course, not in ENGL 354.

Credits: 3

Prerequisite: English 254, or L. Ludwig's consent

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
 - ***If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions, too.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however, longer written assignments may take me longer to read and assess.

Textbook & Course Materials

Required Text (Rental): *Technical Communication in the Twenty-First Century*, 2nd ed., by Sidney I. Dobrin, Christopher J. Keller and Christian R. Weisser.

Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- You will also need access to the following tools to participate in this course:
 - o webcam
 - o microphone
 - o printer
 - o a stable internet connection (don't rely on cellular)

Course Structure

This course will be delivered entirely online through the course management system, D2L. You will use your UWSP account to login to the course from the [D2L Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Student Expectations

In this course, you will be expected to complete the following types of tasks:

- communicate via email
- complete basic internet searches
- download and upload documents to D2L
- read documents online
- view online videos
- participate in online discussions
- upload documents to a D2L Dropbox
- participate in synchronous online discussions using Collaborate Ultra

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L, you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - o IT Service Desk Phone: 715-346-4357 (HELP)
 - o IT Service Desk Email: techhelp@uwsp.edu

Course Learning Outcomes

By the end of this course, students will be able to:

1. apply methods of audience analysis and strategies to shape effective technical communication.

2. apply common components of written products found in the field of technical communication.
3. employ appropriate writing strategies to respond to the needs of readers in various professional contexts.
4. design communications that your peers, your instructor, and others find to be clear, complete, correct, and convincing.
5. develop critical reading, thinking, and writing skills which can be applied in professional settings
6. write professional documents
7. Demonstrate full author analysis of possible implications caused by their written products.
8. give constructive criticism to other students and accept criticism from others

Topic Outline/Schedule

Important Note: Refer to the D2L course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact me.

Note: There is no final exam in this course!

Online Discussion Posts: You will post and respond to posts, each week in D2L Discussions. Typically, Discussions are due on Thursdays by 11:30 PM, and the Weekly Assignments are due on Fridays by 11:30 PM. There is a separate Due Date Schedule for the 4 major assignments (see below).

Major Assignments:

- **Week 01: Job Portfolio**
 - Resume and Cover Letter
- **Week 02: Letters**
 - Inquiry Letter
- **Week 03: E-Mail, E-Messages, and Memos**
 - Informational Email on Document Usability
- **Week 04: Informal Reports**
 - Incident Report

English 354-2 Due Dates

<u>Assignment 1 (2 documents/2 different due dates)</u> Resume Cover Letter	9/22/17 @ 11:30 PM 9/29/17 @ 11:30 PM
<u>Assignment 2</u> Inquiry Letter	10/27/17 @ 11:30 PM

<u>Assignment 3</u> Informational Email on Document Usability	11/21/17 @ 11:30 PM
<u>Assignment 4</u> Incident Report	12/21/17 @ 11:30 PM

Grading Policies

Graded Course Activities

Click the **Content** link in D2L to access course content.

Weekly Assignments are designed to provide an opportunity for you to explore the concepts, principles, and content from all resources tied to the relevant unit's learning goals.

Description	Percentage
Weekly Assignments	15
Discussions	25
Assignment 1: Resume & Cover Letter	15
Assignment 2: Inquiry Letter	15
Assignment 3: Email on Document Usability	15
Assignment 4: Incident Report	15
Total Points Possible	100

Discussion Rubric

Discussions are worth 25% of your total grade.

I know that different classes treat discussion boards differently. For the purposes of this course, please consider these boards to be **discussion** boards rather than **bulletin** boards—this means that you should all engage in a conversation. You are required to interact with each other by responding to and prompting each other, just like you would in a real conversation.

Some notes on discussion:

1. **Response posts do not have to be new threads:** Your "initial" response post for a module does not have to be a brand new thread. If someone else has already begun a thread on a given topic, your post can contribute to that thread—YOU DO NOT HAVE TO START A NEW THREAD, and in fact, I absolutely do NOT want to see 8 new threads on a given topic. Again, this aligns with the idea of a discussion—if you are paying attention to a conversation, you wouldn't say exactly what the person before you said, you would add on to the conversation. The same is true of the discussion boards. Please read through all other related posts before posting responses—respond where appropriate, or start an entirely new conversation. If

you have something **new** to say, start a new thread. If you are confirming and adding to an existing conversation, jump into the existing thread.

2. **Each post should represent a single main point:** Each post should focus on a single main point, and NO post should respond to every prompt for the discussion forum. Think about each post as a paragraph, with one main point and several points that support the main point. Putting too many ideas into a single post is confusing for your classmates and for the conversation. I am not grading you on how many words are in a post, and putting too many ideas into a single post will hurt your grade.
3. **Incorporate course material:** Your posts should incorporate course materials into the conversation--this is your chance to demonstrate that you've read the materials, and also to reflect on the degree to which you agree or disagree with the authors. When they make a claim, consider whether it is true, true for you, or true in every situation. Additionally, I appreciate that when you use personal experiences to enhance the conversation--but make sure the connection between the example and the course material is clear. Be sure to clearly reference the material with page numbers reflecting the content you are responding to.
4. **Posts should forward the conversation:** Don't just respond to someone, but add to the conversation. What new idea can you present to get everyone thinking? What question could you ask? What statement could you make?
5. **Proofread:** Please proofread your posts before submitting them. This is a college course, and I expect that work will be carefully constructed and edited.
6. **Meet deadlines:** Failing to meet deadlines will result in a failing grade for the discussion board.

Discussion Forum Rubric

	Poor <i>0%</i>	Adequate <i>70%</i>	Good <i>85%</i>	Excellent <i>100%</i>
Quantity	1 or 0 posts.	2 posts.	3 posts.	4 or more posts.
Distribution	Does not post.	Posts 1 day.	Posts 2 days throughout the module.	Posts 3 or more days throughout module.
Focused	No posts.	Posts are unfocused and unsupported.	Posts have more than 1 main point, or lack adequate support.	Each post has a single main point with supporting points.
Course Material Integration	No course material integrated.	Posts reference course material.	Posts reference course material, with references to source & pg #s. Material minimally integrated.	Each post references course material, with references to source & pg #s. Material fully integrates the readings into the posts.
Stimulation	Responds without advancing discussion.	Responds to ideas in a way that advances discussion minimally.	Responds to ideas in a way that advances discussion in predictable ways.	Responds to ideas in a way that advances discussion beyond the obvious, prompts further discussion.

Your posts should:

1. Have a single main point, supported by explanations.
2. Integrate course material, with source identified and page #s given—they do not simply include the quote or idea, but actually explain it and why it is relevant to their point.
3. They respond thoughtfully, and try to advance the conversation.
4. They include personal stories that they tie directly to their argument and course material (you are not required to use personal stories, but any example or anecdote should be fully explained and connected to course material and the

conversation).

Participation

Students are expected to participate in all online activities as listed on the course calendar.

Complete Assignments

All assignments for this course will be submitted electronically through D2L, unless otherwise instructed. Assignments must be submitted by the given deadline, or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in D2L

Points you receive for graded activities will be posted to the D2L Grade Book. Click on the Grades link to view your points.

I will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

Letter Grade Assignment

Include an explanation between the relationship of points earned and final letter grade. **Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%

D+	67-69%
D	60-66%
F	0-59%

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your fellow students and I wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone, but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express what might be a minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know, as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester, so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if I have met with you and we mutually agree to the incomplete. All incomplete course assignments must be completed within the timeframe we determine.

Inform Me of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me, as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform me, and contact the Disability and Assistive Technology Center in 609 ALB, or call (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards will be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom

performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.