

English 235- Technical Writing Winter 2014

Item #1157 Section: HYA (hybrid)

Face-to-Face portion—Mondays and Wednesdays 12:30-1:20pm in R-208.

Online— Tuesday/Thursdays at 8.a.m. weekly activities are assigned and made available. Students are given a minimum of 48 hours to complete small activities online and most often 1 week to complete a major draft or assignment. The online portion of the course is “asynchronous”- meaning it has a flexible time frame for when you can log on and in complete work.

Instructor: Natalie A. Martinez

Office: R-230-D

Office Hours: MW 1:30pm-2:30pm, TTH 1pm-5pm in person or online or by appointment in R-230-D.

Phone: Ext. 2156; message in box in Canvas notifies my phone automatically.

E-mail: natalie.martinez@bellevuecollege.edu



Required Texts

- **Technical Communication: A Reader-Centered Approach, 7th Edition, Paul Anderson. Publisher: Thomson-Wadsworth.** Hard copy or e-book. I recommend renting textbook to cut down cost.
- **Access to MyBC email and Canvas by end of week 1.** I will use the Canvas messages (check you Inbox there) to communicate with you.

Course Description:

ENGL& 235 Technical Writing – 5.0 Credit Hours

Focuses on the development of professional skills in research, design, and communication of technical information. Emphasis on audience analysis, clear and effective writing style, and use of visual elements, by creating documents in a variety of professional report formats, such as memos, proposals, progress reports, completion reports, and instruction manuals. Computer use is required. Fulfills a written communication course requirement at BC. Prerequisite: ENGL& 101 or equivalent course from another college with a C- or better.

Course Objectives:

After completing this course, students should be able to:

- Write documents such as summaries, instruction manuals, analyses, proposals, and research reports, using accepted professional formats
- Design a research strategy to solve a specific problem for a specific client
- Conduct secondary and primary research
- Propose a clearly reasoned, convincingly supported solution to a client's problem
- Paraphrase, summarize, and quote information with integrity and document sources accurately, following the accepted form for the field of inquiry
- Design visually effective documents and presentations
- Revise and edit to improve clarity, economy, and rhetorical effectiveness

Central to most writing course and especially to technical communication is the idea that writers need to know how to adapt to the rhetorical context of their writing situations. This includes concepts of audience, subject, purpose, and the medium in which the message travels. In this course you will practice exercising critical reading, thinking, and writing skills that include:

- Synthesizing, analyzing, and evaluating multiple points of view
- Articulating and supporting your own position
- Adjusting your writing to multiple audiences, purposes, and conventions
- Negotiating and mediating positions.

The Goals for this course include:

1. Understanding how a writer adapts to a discourse community
2. Understand and use strategies appropriate to professional discourse generally used by the business community and the academic community
3. To critically analyze discourse patterns and strategies generally in use in the larger business community.
4. To develop methods of inquiry that allows you to continue to research, question, read, write, and reflect on professional discursive practices once you enter the working world.

Assignment One (Memo/Email Exam)—10%

Students will compose individually a memo on policy or procedure focused on the purpose of a specific audience and situational appeals. We will examine the communication objectives of this writing occasion and simulate real rhetorical situation in the work place. Students will create their own writing scenario and set forth a plan for writing. The textbook is required for this exam and focuses on the application of rhetorical concepts practiced in class.

Assignment Two (Group Proposals)- 20%

Centered around a very specific set of outcomes and goal, students will individually set forth a course of action depending on the work discourse community and context in which they choose to work within. Part of this will include researching examples of such in the field, and finding various organizations that would be involved in the proposal along with other key stakeholders.

Assignment Three: (Review of Research from Group Proposal) 15%

Not uncommon in the legal and work fields, students will gather key articles or reports by authors or organizations in their selected business and scholarly fields and provide an annotated bibliography which is followed by a Summary of the journals or reports related to the key discussion (topic) they choose to highlight. In the end, students will make an evaluation of the relevance and utility of each.

Assignment Four: Collaborative Project (with Mediation/Negotiation Portions)-10%

Students will write these in groups of 4-5 of their peers. Each group will self-select a context and problem based on the class's expressed interests in Week 1 and I will construct a Mediation Packet for the group which offers a very specific rhetorical situation which your group must problem solve and negotiate in your writing. Research and use of compelling evidence will be a large part of this project. After the first week, each group will be given a "problem" scenario which is an event which will force the group to re-evaluate and be flexible enough to re-work their original rhetorical plans. How well each group adapts to the new situation will factor into the final grade.

Oral Presentation (Reports on Group Proposal Project): 10%

The summary or report in Unit 3 will be reported on in a Slide-show presentation or like technology. These are to stress the verbal articulation of your written ideas for an immediate audience. You will be graded on clarity, use of visual rhetoric and preparedness for the audience's needs.

Final Flash Website Resume & Letter: 10%

Students will have to create their own dream job description (audience) and use the occasion to produce a professional level resume and a cover letter which uses their semester work as highlights of their writing and rhetorical capabilities as it relates to their job. Students will adopt a particular writerly lens for the duration of the letter. For example, if you are Project Manager, you will write highlighting their particular rhetorical bents and values. I will encourage all of you to interview someone in the field during the invention process.

Participation/Attendance – (includes in person and online) 10%

Often I will begin class by having students reflect in a journal-style manner called "Focused Free-writes" on specific situation related to our class. An example may be that we all read a particular article out of the Wall Street Journal or Wired magazine. Other times it will be on our reading or a specific group activity. These are counted daily. So long as students are fully participating and do high quality analysis, you should do well on this.

Homework Assignments: 15%

Any major worksheet or handout you "take home" or are assigned including major drafts counts as homework. Missing drafts or key assignments will depend on the unit and can doubly affect your grade if they are not completed with thought and on time. No rushed assignment will receive full credit. I give credit for attempting during "Invention" assignments, not for perfection.

Course Policies and Rituals:

Public Work: During this course you will complete four major writing projects, an oral presentation, and final resume and letter. Please keep in mind that ALL of your writing will be considered "public." You will share you work, including drafts, with classmates and myself who will provide helpful feedback. For this reason, it will be important for you to choose topics with which you are comfortable sharing with others, especially in a workplace context.

The Public Nature of this Class: This class relies not only on writing but on discussions as well. Part of becoming a good writer is learning to appreciate the ideas and criticisms of others. In this class, your purpose is to come together as a community of writers. You will often be expected to share your writing with others. Avoid writing about things that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to the perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly and contemplate the possible effects on others. We will also do something called **Peer Review** that requires you to evaluate and respond to the effectiveness of another colleague's work.

Also be aware that our class will be composed of diverse members; it is your responsibility to use appropriate language in class and in writing and to respect the opinions and cultures of others, per university guidelines.

Computer and Technology Policy: Online and Canvas—

As you know our class is a hybrid. It meets both online and face to face. Bellevue College just transitioned to a new Learning Management System/Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our Canvas Help website before 1.8.14: <http://bellevuecollege.edu/canvas/>.

Every Tuesday and Thursday after 8 a.m. I will post new tasks/assignments. You will always have no less than 48hrs to complete these tasks. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated. Mondays, Wednesdays, and Fridays are the days you'll need to be reading/drafting/researching, so do check "Announcements" on these days as well.

The portion of our online class that we do have is what we'd call, "Asynchronous." Online classes that are asynchronous simply mean that we are not meeting online in "real-time" or a specific required time online all together. It's more flexible. However, students still need to meet posting deadlines for assignments within a designated time frame. Students' activity is logged and tracked online. I'll run reports periodically during the quarter to see if there are any correlations between course success and time spent online for class.

Office Hours: Students are expected to attend office hours when working on paper drafts. Although attending office hours is not required, a failure to receive independent, one-on-one tutorage from the instructor could severely impact a student's final paper grade.

Late Work: If you are having trouble completing a paper, make an appointment with me or simply attend office hours. Late homework, rough drafts, and in-class assignments will not be accepted unless the instructor grants specific permission.

Permission to turn in a late paper without penalty will be given rarely and only based on a conference with me and never on the day the assignment is due. Late papers will automatically receive a full letter grade deduction for each class meeting date it is late. All four papers, oral presentation, and the final resume & letter must be turned in to complete the requirements for this class.

As a scholarly practice, always post a copy of your in a designated space. As well bring an electronic version (on USB) and at least one hard copy. If more than one hard copy is required for Peer Review Session I will notify you ahead of time.

Disposition of Papers: You should keep all of your papers, even after the term has ended. Any student who appeals a course grade must submit all graded course papers with such an appeal.

Papers will always be Graded and Returned from the previous project before I collect a draft from next Unit. Please hold me, the instructor, to this.

Late Assignments

All assignments are due on the specified date provided on both the Syllabus Schedule and the assignment handouts given for any major assignment. **Please do not email me your work.** Instead, we'll use CANVAS's capability to do so. I'll provide an orientation of how to do this. I'll accept nothing after that time unless specific arrangements are made with me **before** the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. I will only permit this one time in the semester. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc). Remember you must complete all major assignments in order to pass the course.

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Tardiness

You're tardy if you're more than five (5) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected by a letter grade. If the pattern continues I will ask to speak to you individually and we will address the issue. If in some rare

instance, I am more than 15 minutes late, feel free to text or call first, but assume our class has been cancelled, and please check the announcements on CANVAS for details.

Absences

Those with greater than (5) ABSENCES, receive NO CREDIT for the course. Missing more than 3 classes will drop your final grade by a full grade point. (For example, a "B+" becomes a "B" and so forth). **Absences include not posting online for that day's work, not just face-to-face days missed.**

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: **94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, and so on.**

Our second class, all assignments and their accompanying rubrics with what constitutes the above grades or quality of work will be provided on MyBC.

Always allow me at least a week to grade, comment and return major paper assignments. I will not comment on every single piece of writing you do for this course. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism: Should you use another's words **or ideas** and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are plagiarizing. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. <http://www.bellevuecollege.edu/writinglab/Plagiarism.html>.

Additional Items of Concern

Accommodation and DRC resources: If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 564-2498, check their website (<http://bellevuecollege.edu/drc/>) or go in person to the DRC (Disability Resource Center) reception area in the Student Services Building. **DRC has temporarily moved to the DMC (D126)**

Time Commitment: College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 235 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, nor even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Public Nature of the Course & Civility Statement- Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class will be asked to leave the class.

Please do not text or use electronic devices in class. You get one warning before you will be counted as absent and asked to leave.

How to communicate with me, your instructor: I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class as my phone receives notifications by CANVAS instantly.

I encourage you to email a concern before class the next day or simply address it the next day in person if it can wait. Do, however, know, I won't be online constantly.

Class Cancellation: If for some reason I am unable to teach there will be a sign posted on the door prior to a face-to-face class and online in Announcements. All homework will be due the following class period unless otherwise noted on the cancellation. If there is no cancellation on the door and I have not appeared within 15 minutes from the start of the class you are free to leave.

After reading the Syllabus:

- Note: Please take the short Syllabus Quiz (in Quizzes) after reviewing no later than 1.8.14 by 11:59pm.
- Full Syllabus Schedule will be available on Canvas Tuesday, 1.7.14 at 8am when the online content is made available. You should get in the habit of always logging in every Tuesday and Thursday after 8am checking the announcements for directions on how to proceed for the week's assignment modules.

**WINTER QUARTER 2014
TECHNICAL WRITING**

ENGL 235

WEEK 1	IN-CLASS ACTIVITIES	HOMEWORK
January 6-10	Syllabus and Course Intro Rhetorical Situation Scenario	Intros; Values Activity. Assign Group Rhetorical Situation Scenario activity online
WEEK 2		
January 13-17 (no class 1.13.14)	Introduce: Usability and Reader Centered Writing Memo/Emails and other Reader Centered Correspondence (M) Skim Ch. 1-3 usability; Read Ch. 4-5 closely. (W) Read Ch. 10 (p.286); Ch. 11 (p. 303); Ch. 22 (p. 544)	Outlines assigned for Ch. 1-5; Bring sample "non- reader centered" writings for in-class discussion.
WEEK 3		
January 20-24	Take home Exam on Memo/Email/Ch.1-5 Concepts Due 1.27.14 Loop Writing for Group Proposal Project Ideas	Take home Exam on Memo/ Email/Core Concepts Loop Writing assigned 1.24.14. Due 1.28.14
WEEK 4		
January 27-31	Group Proposal Projects begin. (M) Read Ch. 21 (p. 524), Ch. 23 (p. 553) on Proposals and Project Management. (W) Research Process including Surveys/Interviews/Studies-DatabaseArticles.	Assign Research: Survey draft using Survey Monkey; Stakeholder Interviews; Model Programs/Orgs; Studies/Stats
WEEK 5		
February 3-7	Outlining for Proposal Projects and Anticipating Rebuttal/Resistant Readers	

WEEK 6		
February 10-14	Peer Review Session Draft for Proposal Document and Review of Research 2.12.14	
WEEK 7		
February 17-21	(M) Read Ch. 13-14 (p.329) on Reader Centered Graphics/Pages, and Ch. 15, p. 467 on Stylistic Revision. Peer Review Session on 2.19.14 for Proposal Projects	Draft of Electronic Media Kit/ Press Release portions of Proposal Project due 2.19.14. All Final Materials for Group Proposal Project due 2.24.14 Peer/Self Evaluations assigned.
WEEK 8		
February 24-28	Mediation/Negotiation Assignment Introduced The Art of Adversarial Argument/Rhetoric	Oral Presentations for Group Proposal Projects begin/due 2.24.14. Assign Barry Kroll, "Art of Aikido: Arguing with Adversaries" reading.
WEEK 9		
March 3-7	Mediation Session planning (M) Deliberation Session Begins (W)* - this is a one-time event and cannot be made up, if missed.	Recommended Course of Action Report/Collaborative Document post mediation session due at the end of 3.5.14 class.
WEEK 10		
March 10-14	Resumes/Flash Portfolios Introduced Peer Review/Workshop Session 3.12.14	Artifact Activity as Portfolio Prep assigned 3.10.14
WEEK 11		
March 17-21	Resume/Flash Portfolios /Final Peer Review Session 3.17.14	
Week 12 March 24-26 FINALS WEEK	Last Day of class 3.19.14. Flash Portfolio Finals due We are required to meet during our Final Exam time.	

No class: – 1/13/14- Required Faculty Training; 1/20/14- MLK Jr. Holiday; 2/6/14- College Issues Day; 2/17/14-President's Day; 3/4/14- College Issues Day.

Last Day of Instruction: 3/19

Finals Week: 3/24-3/26 (last day of quarter).

Note: Hybrid sections of ENGL 235 will follow same basic schedule, but most items will be posted online in CANVAS. A more detailed schedule of deadlines comes with the Assignment and Module Features of the online CANVAS class site.