ENGL 235 Technical Writing
(Spring 2020)

Instructor: Dr. Zhenzhen He-Weatherford
Office location: R230-C
Office hours: MW 11:30am-1:30pm or by appointment
Email: zhenzhen.hw@bellevuecollege.edu
(please use Canvas messaging/Inbox)

Course Description
Welcome to English 235. It is not an easy time for anyone, but we are all in this together!

This course 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.

COURSE OBJECTIVES/OUTCOMES:

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

Course outcomes will be achieved through carefully designed assignments and a real-world technical writing project. Depending on their particular interests and skills, every student will choose a technical writing project (from a list of available projects) and create a technical writing product for an organization that would equal about 7-10 pages of material. Examples might be: newsletters, digital media content, reports, brochures, training manuals, grant proposal, user manuals, orientation guides, fundraising literature, scientific or historical descriptions for gardens or exhibits.

CLASS LOGISTICS:

- The whole class will have a mandatory synchronous meeting (through Canvas Conferences or Zoom) for the first day of class (specific date and time to be determined).
• Most of our coursework will be done online at your own pace by the specified due dates. There will be **one synchronous whole-class meeting per week**. It is optional but strongly recommended; weekly synchronous meetings will be recorded and made available on Canvas.

• Every student will be assigned to work in a 4-6 person group on Canvas. **Student groups will meet once every week** for assigned tasks. Students can determine the date and time to meet among themselves.

### Required Course Materials

- **Practical Strategies for Technical Communication (Third Edition),** by Mike Markel and Stuart A. Selber. Available at the BC bookstore. Order soon so that the book can be delivered to you on time.
- All other readings and materials can be found on our Canvas course website.
- Access to research resources such as
  - ENGL 235 library guide: [https://bellevuecollege.libguides.com/engl235miguel](https://bellevuecollege.libguides.com/engl235miguel)
  - Purdue OWL: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
- Necessary software and hardware
  - Access to Internet, your BC Email, and Canvas ([http://bellevuecollege.edu/canvas/](http://bellevuecollege.edu/canvas/)).
  - **Microsoft Office** (free for BC students; for submitting assignments) and **Adobe Reader** (free; for reading and annotating PDF files).
  - USB flash drive, One Drive, Dropbox, or **anything** to back up your work.
  - A computer set up to allow at least audio participation of video conferences (webcam is recommended but not mandatory).

### Student Resources

- **Zhenzhen’s Office Hours (R230)**
  Specified above
  or by appointment
- **BC Library Media Center (D126)**
  [https://www.bellevuecollege.edu/lmc/](https://www.bellevuecollege.edu/lmc/)
- **Academic Success Center (D204)**
  [https://www.bellevuecollege.edu/asc/tutoring/](https://www.bellevuecollege.edu/asc/tutoring/)
- **Multicultural Services (B233)**
  [https://www.bellevuecollege.edu/mcs/](https://www.bellevuecollege.edu/mcs/)
- **BC Tutoring Services (available online):**
  [https://www.bellevuecollege.edu/asc/tutoring/](https://www.bellevuecollege.edu/asc/tutoring/)
- **Reading Lab:**
  [http://bellevuecollege.edu/asc/reading/](http://bellevuecollege.edu/asc/reading/)
- **Counseling Center (B234)**
  [https://www.bellevuecollege.edu/counseling/](https://www.bellevuecollege.edu/counseling/)
- **Writing Lab (available online):**
  [http://bellevuecollege.edu/asc/writing/](http://bellevuecollege.edu/asc/writing/)
Assignments and Expectations (updated 4/7/2020)

The following is a general timeline of the major assignments. Details regarding our assignments will be discussed as the class progresses. The timeline is subject to change.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Grading (a total of 500 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2-6</td>
<td>Technical Writing Exercises</td>
<td>100 pts (20%)</td>
</tr>
<tr>
<td></td>
<td>• Week 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Week 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Week 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Week 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Week 6</td>
<td></td>
</tr>
<tr>
<td>Week 6-11</td>
<td>Technical Writing Project</td>
<td>150 pts (30%)</td>
</tr>
<tr>
<td></td>
<td>• Rough draft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pilot Draft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Final Draft</td>
<td></td>
</tr>
<tr>
<td>Throughout the</td>
<td>Professional &amp; Research Development</td>
<td>100 pts (20%)</td>
</tr>
<tr>
<td>quarter</td>
<td>• A reader and writer’s profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technical writer and researcher’s memo #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technical writer and researcher’s memo #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technical writer and researcher’s memo #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showcase poster (rough draft)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showcase poster (semi-final draft)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showcase participation &amp; presentation (6/15 &amp; 6/16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resume &amp; Cover Letter</td>
<td></td>
</tr>
<tr>
<td>Throughout the</td>
<td>Participation</td>
<td>150 pts (30%)</td>
</tr>
<tr>
<td>quarter</td>
<td>• Syllabus quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mid-term evaluation &amp; reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Weekly “Reading &amp; Reflecting” or “Research &amp; Problem-solving” posts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Canvas student group discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peer reviews</td>
<td></td>
</tr>
<tr>
<td>Throughout the</td>
<td>Extra Credit Assignments</td>
<td>Up to 20 pts</td>
</tr>
<tr>
<td>quarter</td>
<td>• Option 1: Two visits to Zhenzhen’s online office hours (first visit due by the end of week 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Option 2: One visit to the online Writing Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Option 3: Participation in at least 8 weekly synchronous class meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Option 4: A Revised Reader and Writer’s Profile</td>
<td></td>
</tr>
</tbody>
</table>

For a numeric visualization of your overall workload for particular grades, please refer to the following table:
<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>94-90%</td>
<td>89-87%</td>
<td>86-85%</td>
<td>84-80%</td>
<td>79-77%</td>
<td>76-75%</td>
<td>74-70%</td>
<td>69-67%</td>
<td>66-60%</td>
<td>59% or fewer</td>
</tr>
</tbody>
</table>

**Participation**

In a regular face-to-face class, participation means regular attendance of classes, active engagement in class activities, and timely completion of assignments. During this special time, I want to be flexible and accommodating with the ways you show your presence and engagement in class; however, I also want to make sure I hold you accountable for learning and push you to grow as a writer, researcher, and student.

In a minimal sense, students should routinely participate in the Canvas student group, online discussions, and peer reviews - you should not be absent more than 20% of these activities. Students with accommodations regarding attendance must actively communicate with the instructor (and consult with the DRC) about absence from these activities to determine if the accommodation applies. When absences from these activities go beyond 20%, instructors’ policies may result in one of the following:

- Students may earn a grade of "F" for the course.
- Students may earn a lower final grade.

Students can earn extra credit points for participating in at least 8 weekly synchronous class meetings.

**Class Expectations and Late Work Policy**

English 235 uses a workshop model emphasizing both independent work and close collaboration with instructors and peers at every stage in the processes of reading and writing. You will engage in peer review throughout the quarter, providing thoughtful and specific feedback on each other’s works-in-progress. Besides receiving feedback from your peers, you are encouraged to visit Zhenzhen’s online office hours or schedule appointments with Zhenzhen to discuss your drafts and strategies for revision. This collaborative work is crucial to this course and to your capacity to reflect on and improve your writing.

- Most assignments, except for the final drafts of your major paper/project, will be graded on a complete/incomplete basis (full points or zero). If an assignment submission does not meet the minimal requirements, it will receive an incomplete (zero point), but I will give you up to a week to revise and resubmit for half credits.
- Late work will receive 10% deduction in points per day beyond the original due date. Unless arranged otherwise ahead of time, assignment submissions that are more than a week late do not receive any credits. If you have DRC accommodation with flexible assignment deadlines, it is your responsibility to communicate with me ahead of time to make arrangements.
- I will not accept any major assignment that has not been peer reviewed and mindfully revised. Due to the number of students and the amount of writing the instructor will be
working with, instructor feedback on drafts will be written holistically for the whole class, provided in class slides, and/or explained verbally. If it helps, you are also very welcome to ask for more individualized feedback on your drafts during online office hours. More detailed and individualized written feedback will be provided on the final drafts with the help of assignment rubrics.

Online Class Expectations & Best Practices

In an online class setting, without the face-to-face accountability, sometimes it is easy to get carried away and fall behind. It is my responsibility as an instructor to design and teach this course to engage you and encourage you to learn. In the meantime, it is equally important, and ultimately your responsibility, to follow all directions for using Canvas online learning system successfully.

• Log on to Canvas regularly to check your BC email, complete weekly tasks, and other info on Canvas. Please make sure adjust your Canvas “Notifications” so that you will receive emails notifications of any message or comment I sent you.
• Ask for help in a timely manner, so that you will be able to successfully participate in class. Use the Canvas Inbox function for all course communication to me. I try to reply within 48 hours of your message, but don’t check work email/messages after 6pm and during weekends.
• Make backup plans for computer access in the event that your primary computer and/or Internet service is unavailable. Know your system requirements and software capabilities; follow direction for conducting browser and software checks and making adjustments on your system.
• BC offers tutorials and lab assistance for its students as well as computer labs equipped with PCs and MACs. Check out this page for info about Canvas.
• Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, I am also open to making adjustments to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future. This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are multilingual, have a variety of learning styles, have disabilities, or are relatively new to online learning.
• Canvas by Instructure also offers a free mobile application (app) version of its learning management website that you may find useful. It is important to note, however, that as with any mobile app, it is not the same as the full site, and some important functions will not work on the app. If possible, try to use to use a desktop or laptop computer for most functions, especially submitting assignments and reading instructor feedback on major writing assignments.

Important Campus Info

Internet Essentials (Free Access) - a BC compiled list of some free resources, such as WiFi, mobile phone data, and low-cost computers: https://www.bellevuecollege.edu/bcconnect/internet_essentials/

Bulldog Student Pantry – no student should have to face hunger or go without basic supplies in and out of the classroom. Our college has resources to help make sure
these basic needs are met. Student Programs, located on the 2nd floor of the C building, houses the food pantry/school supplies on campus. Please visit the following site for more information on food, housing and counseling services http://www.bellevuecollege.edu/stupro/social-justice/.

**Student Code of Conduct and Academic Honesty** – BC has a student code of conduct that forbids Academic Dishonesty. That includes following: (1) cheating: any attempt to give or obtain unauthorized assistance relating of the completion of an academic assignment, (2) plagiarism: includes taking and using as one’s own without proper attribution to the ideas, writings or works of another person in completing an academic assignment. May also include unauthorized submission for credit of work that has been submitted for credit in another course, and (3) fabrication: includes falsifying data, information or citations in completing an academic assignment and includes providing false or deceptive information to an instructor concerning the completion of an assignment.

**Affirmation of Inclusion** (https://www.bellevuecollege.edu/inclusion) – Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. Any comments, jokes, or remarks that belittle the worth of any individual’s physical attributes, race, creed, sexual orientation/romantic orientation and affection, religion, gender, ethnicity, and disability are inappropriate and will not be tolerated.

Bellevue College is an Equal Opportunity Employer in accordance with applicable federal and state laws and regulations. Please go to https://www.bellevuecollege.edu/equal/ for Chinese and Spanish versions.

**Reasons of Faith and Conscience** – Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (https://www.bellevuecollege.edu/policies/id2950/). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the
procedures outlined in the college’s Discrimination, Harassment and Retaliation Policy 1440P (https://www.bellevuecollege.edu/policies/id-1440p/).

**College Anti-Discrimination Statement (Title IX)** – Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

**Confidentiality and Mandatory Reporting** – As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

**Disability Resource Center** – The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at Disability Resource Center (http://www.bellevuecollege.edu/drc).
Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Public Safety and Emergencies – Public Safety is located in the D building and can be reached at 425-564-2400. Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at RAVE Alert Registration . Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the Public Safety web page for answers to your questions.

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules: 1) Take directions from those in charge of the response - We all need to be working together. 2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge. 3) In an emergency, call 911 first, then Public Safety.