

Course 12677 12:00 p.m.- 1:20 p.m. UGLC 232
Course 12540 1:30p.m.-2:50 p.m. UGLC 232
Instructor Esther Solis Al-Tabaa
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Office Hours Wednesday 2:55 p.m.- 4:25 p.m.; and by appointment
Online Office Hours Mondays 12:00-2:00 p.m.; Wednesday 3:00 p.m.- 4:20 p.m

Use the Blackboard built in e-mail to contact me. It is easier for me to keep organized and to respond in a timely manner. Thank you.

Please feel free to contact me through Blackboard e-mail or by setting up a conference time if you have any questions throughout the semester.

Writing is developed by an abundance of practice, patience and perseverance, and is a big part of this course. I know that every single one of you will succeed in this endeavor.

Required Texts and Materials (Purchase these the first week of class)



Markel, M. (2012). *Technical Communication*. 10th edition. New York, NY: Bedford St. Martin.
 Suggested: *The American Psychological Association (APA) Style Manual* 6th edition.

Download on-line Class Readings. Make sure to download **Adobe Acrobat Reader**. It's free.

Type of Computer Technology Needed for this Class

- UTEP e-mail account and ID—You will need this for access to Blackboard and the Database class website. This course will have a Website component.
- Internet access from home if possible—UTEP offers free Internet service for students
- ATLAS located in the UGLC is open at various times, and the Library has computers too
- Check the Library for the updated versions needed to open their databases
- Check the bookstore for all software—Receive student discounts

What Else???

All online discussions, chats, handouts, and assignments will be located in your Blackboard course for this class, including the syllabus and course calendar.

Any material I ask you to download from the Internet such as readings.

You will need a USB driver to place large amounts of work. Back-up all your work! You can also use

MS located on your UTEP page. (We are in a computer lab)

Do not worry if you are not a wiz with technology. You will have hands on instruction and tutoring for all technology components at the beginning of the semester. Also, the ATLAS Lab located in the UGLC provides further instruction on the use of Blackboard, Microsoft Word, and PowerPoint.

How much time do I expect to spend working and studying for this course?

There is a misconception that being in a computer classroom creates more work for the student. I hope that this information will assist you in understanding the expectations for this course. Here is the breakdown on the time needed for this course.

Time spent working outside of class: You've probably heard that you should generally spend two hours doing homework (reading, writing, etc.) for each hour you are in class. So, in a three-credit class, you would be spending at least six hours doing "homework"—3 hours in class x 2 = 6. Sometimes, Blackboard assignments will take the place of in class work, so on these days add your class time for that week. Therefore, expect to be working approximately 7.5 hours outside of class on these occasions. Some weeks it may be more; some weeks it may be less, but keep this guideline in mind. Expect to spend at least six hours outside of class a week for this course. This course is heavily situated in writing and academic research. Blackboard work is not an option. It is part of this course. This is a blended course and your online participation is crucial to your success.

Description Technical Writing is a course that focuses on critical decision making in professional contexts. Principles of professional rhetoric are applied to the composing process; strategies for planning, organizing, drafting, and presenting written, and oral communication for the technical communication environment context are emphasized. *Prerequisite:* ENGL 1312 or ENGL 1313 or ESOL 1312--Junior standing recommended.

This course will emphasize knowing about and preparing various kinds of English communications, technical writing, genres include letters/memos, reports, proposals, visual aids, group presentations, and the basics of creating a technical communication final project including, a final technical analytical report and a website, etc....

Core Learning Outcomes

- Analyze the rhetorical situation and define the users and/or audience as well as the tasks that the information must support.
- Apply rhetorical principles and critical thinking skills to plan and design effective technical documents for diverse media.
- Direct, manage and monitor the publication cycle of small- and large-scale texts, such as articles, manuals and websites, etc.
- Integrate research findings into technical documents, using effective techniques for evaluating, verifying, and documenting information.
- Develop good research business skills, persuasive rhetorical techniques, and a strong command of APA citation style.

- Compose content appropriate for the users and genre. Revise and edit written work for accuracy, clarity, coherence and appropriateness. Document resources as defined by a your field of study.
- Apply technological and visual rhetorical skills (e.g., document design, graphics, computer documentation, electronic editing, and content management applications) in the composing process. Publish, deliver, and archive as required.
- Acquire knowledge that is transferable to other disciplines in academic fields including professional settings.
- Demonstrate professional skills in presentations, and develop strong collaboration skills with others.

Academic Philosophy

This class encourages academic cooperation, i.e., both the instructor and the students are responsible for creating a learning environment. Students are encouraged to help each other in all projects, group and individual work.

Objectives

Students successfully completing this course will be able to handle a variety of professional writing tasks. Students will learn to create documents, in which, they are concise and free of grammatical and mechanical errors.

Course Arrangement

Several projects will require collaboration in a group of not less than two and no more than four to five participants. Students may select members for their groups. Other teaching techniques will be a mix of lecture and discussion about individual reports, letters, and research techniques.

Course Requirements

Students are required to complete assignments by due dates in order to earn the points as listed on the syllabus. Work will be graded on content (response to the problem), format, and writing fluency. A grading rubric will be distributed for most assignments.

Students are encouraged to read all assigned readings and materials prior to class.

Course Policies

Attendance

The attendance policy decided upon by the English Department states: "You may not incur more than four absences (two weeks worth) within the course of a semester." Excessive tardiness (3) will be counted as one absence. Lack of online participation will also count as a daily absence and two early departures will count as an absence. You will be dropped from the course, even if the absence is beyond your control, once your four absences. So save your allotted absences for the "real thing." This class requires your presence in order to do well. Every day we discuss something new. Remember you only meet once a week. Don't be late. If you are absent the first day of class and you were registered in class in advance, it counts as an absence. You are responsible for noting where we are meeting for class. I always let you know where we are meeting prior to the next class meeting. I always post a note and give notice where we are to the main office of the English Department located in Hudspeth Hall. There is no excuse "I couldn't find the class." Furthermore, class change location will also be posted on your Blackboard homepage.

Online attendance is also mandatory. You must log in and participate in the conversation.

Otherwise, it counts as an absence. All online work must be completed by the due dates posted.

The policy set by the Registrar's Office states: "After the student drop deadline, students may be dropped from a course with a grade of 'W' only under exceptional circumstances and only with the approval of the instructor and the academic dean for the course. The student must petition for the 'W' grade in writing and provide the necessary supporting documentation. If a complete withdrawal from the University is completed by the student after the student drop deadline, instructors will determine grades of 'W' or 'F'." **Check Goldmine** deadline to drop a class with a "W"-- To withdraw from the university **check Goldmine for exact date.**

If you have exceeded your absences or have not turned in the assigned work by this time, I will drop you. After the drop date, if you decide to surpass your four absences, you will lose a letter grade on the course. Example: You earned a C in the course, but exceeded your four absences total, so you earned a D. Students who exceed six or more absences will receive an F for the class. (Take this absence policy serious, because I do). By the way, check your degree plan to see if you must receive a C or better in the course in order to pass the class.

Grading Assignments are graded according to criteria distributed in class. Documented assignments, and reports should be accompanied by cited source material (APA). A tentative grading schedule follows, but is subject to adjustment.

Grading Requirements Each assignment must be completed according to its criteria. (The point system is for you to have a marker as to how much you need to achieve in each of the categories).

Assignments	Points
Blackboard Participation for Weekly Discussions/Responses	100
Online Collaborative Peer-Review Sessions	100
Audience Analysis Memo	10
Proposal Topic Selection	20
Process/ Instructional Document (syllabus creation)	20
Citation Analysis with Annotated Bibliography	50
Review of Literature (Investigation the needs of the Topic selected)	100
Technical Analytical Report with Executive Summary (PSO)	100
Midterm Exam	100
Employment Resumes and Letters of Application	100
Individual Totals	700
Group Project: Create a Public Service Organization	
Group Proposal and Mission Statement	20
Organization Branding Strategies	20
Group Progress Report	20
Public Service Announcement for Organization	20
Website for Organization	100
Group Presentation (Organizational Website)	50
Individual (portion of Organizational Website)	50
Class Attendance	20
Group Totals	300

Attendance (suggest students attend all classes: see attendance policy)

Class participation (expected of all students: make sure you read)

Total possible points 1000

A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0

Late Work

All essays and assignments are due at the beginning of the class period. Papers handed in late will be penalized a letter grade for each class day that the work is late. If for some reason you cannot turn in your assignment because of scheduling problem, e.g., going out of town, you may turn the assignment in early.

Blackboard assignments are to be posted when due. The lock-out function in **Blackboard** is implemented automatically, so you must upload your work in a timely manner. I suggest you do not wait until the last hour to upload your work because you may encounter technical difficulties. I will not accept this excuse.

Note: This is for those of you who procrastinate. I strongly suggest not printing your work out at the last minute, because if you are late to class for this reason not only will you receive a tardy, but you will also be penalized a letter grade on your assignment that is due.

*Note: If you take advantage of this late policy and you have (5) assignments late, it will be upon my discretion not to accept any late papers from you. You will automatically receive zeros from that point on for late assignments.

Student Accommodations for Disabilities

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

E-mailed Assignments

Do not e-mail me any work unless I specify. If I cannot open up your document, you are responsible for turning in a hardcopy. All electronic submissions should be sent through **Blackboard**.

Major Papers

In order to pass the class, all essays must be completed and revised, plus other major technology assignments, which connect to the essay. I will post handouts in Blackboard of the criteria needed for each assignment. It is your responsibility to learn the material.

Format for Papers

All papers must be typed using a legible 12-font, such as Ariel, Times New Roman, (if I cannot read it, I don't grade it). Make sure to double-space with five-space paragraph indentions and one-inch left and right margins, stapled and placed in the appropriate folder packet. **Use APA style.**

Assignments

All work must be typed and stapled if needed. You will be doing a great deal of revision in this course, so to save yourself time, save your work on a flash drive, and remember to have an electronic backup copy (use UTEP's MS), and a hard-copy of your work, just in case of technical problems.

Readings

It is important that you keep up with the readings. Be prepared to have a pop quiz at any time. Post discussions on **Blackboard**.

Oral Presentation

You will give several well-prepared presentations. You will use Microsoft Power Point to explain your research.

Mid Term Exam The exam is based on your texts readings. So make sure to read your textbooks.

Miscellaneous Work/Participation

Miscellaneous work includes all of the following:

- Individual or group, short-term assignments, usually conducted in class
- Strategies such as: starting, exploring, positioning readers/writer; focusing; revising
- First version and revision
- Conferences with me if necessary

Class Participation includes all of the following

- Attending classes and conferences
- Engaging in class discussions conducted as a whole class, in small groups and on-line discussion

Classroom Etiquette

As a courtesy to the class, turn off or place on silent mode all cell phones. Treat others, as you would like to be treated. Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, guest speakers or to me. I will ask you to leave my classroom if this occurs. **I also reserve the right to drop you from the course if you are preventing others from learning because of your classroom disruptions.** There will be no videotaping, audio taping, or taking photographs during class time and/ or of classmates and the instructor. (This includes the use of wireless cell phones, computers, iPads, notebooks, etc.... to produce these forms of media).

Online Etiquette

Be professional during your online sessions. Eliminate profanity in your posted discussions. Give fair and honest critics on peer review work without insulting the writer. Make sure to **respond promptly** to group work and peer review work. Remember the writer is on a timeline too. Post your discussions in a timely manner so others will have time to respond to your postings.

Blackboard Postings

Make sure to post in the correct thread of discussion or assignment in order to receive credit. I will not grade anything that is misplaced. **Listen and follow directions.**

Ethics and Plagiarism

You must do your own work, and identify the portion of your work that is collaborated with others, (including receiving help from the UWC, significant others, and anyone else that contributed to your work). Make sure to cite your sources properly, including when you paraphrase others' works. See APA handbook for further explanations on the legalities of writing.

- An act of dishonesty will result in an F for the course
- Cases of plagiarism will be reported to the Dean of students

<http://sa.utep.edu/studentlife/files/2010/10/Detecting-and-Deterring-Plagiarism.pdf>

Evaluation Criteria**For Revisions/Product**

Writing as inquiry meets the following criteria:

1. Possesses a focus (a). which has a subject and point of significance; and (b). which is sustained throughout the paper
2. has discernable writer and reader positions with appropriate development (e.g., specific details, (shows not tells), examples, analysis, arguments, evidence)
3. Maintains a coherent pattern of organization (discernable order, consistent person and tense, appropriate transitions) suitable for the genre
4. Demonstrates sentence variety and appropriate word choices for the readers and genre
5. Maintains writing conventions (grammar, spelling, and punctuation)

For Group Work

Good group work offers the following:

- Peers offer constructive oral and written suggestions in the workshops
- Writers record workshop advice, their reactions and their plans for revision

Effective reader response work, peer responses are real, thoughtful, and risk-taking and include the following:

- Stating the writer's focus, reader and writer positions, and organization method
- Evaluating the effectiveness of each aspect of writing (e.g., developing for readers, maintaining focus, organizing a coherent text, using a variety of sentences and appropriate word choices)
- Complementing the writer and /or giving specific advice for any problems

Miscellaneous In-class Assignments

Students productively participate to meet the criteria of the specific assignment

Note: This time should be used for class purposes, not for checking your e-mail or doing other homework for other classes.

Manuscript Preparation

You are expected to produce high-quality documents. Appearance is part of this quality. Make sure you follow paper format described earlier. Neatness and visual appeal do matter, but does not guarantee a well-written document. Get your work tutored by more than one tutor to assure yourself that you are on the right track. This course uses the American Psychological Association (APA) manual style, as well as footnotes in some of the documents. You may purchase the manual, online version, or review the Purdue OWL APA.

Other Points

Make sure to include everything that is required in your portfolio for that particular assignment. Failure to do so will result in a grade penalty. Read the assignment guidelines.

Textbooks

- Textbooks for this class are mandatory
- Bring texts to every class session
- Read all the assignments (If you will notice on the syllabus, all readings have been assigned, so you can always read ahead). You have paid for your books, so get your money's worth. Read them and do the assignments!

Check Blackboard for handouts on all assignments. In order to save trees, all material is online. It is your responsibility to preview material.

The calendar below serves as a guideline to the semester's work. Pay attention to calendar changes. They will be posted in **Blackboard's Course Content**.

Technical Writing English 3359 Overview Semester Calendar

This is a Blended Course (Hybrid), which means that we meet once a week face-to-face in class and the rest of the time online.

Assignments include the following: Class & Blackboard discussions, *Writing that Works (WW)* readings, and handouts in Blackboard. All assignments will be submitted via Blackboard—Pay attention to due dates.

Calendar material and due dates are subject to change. Be aware of this, and check calendar updates, which will be listed in the "Course Content" section of Blackboard. A more detailed rubric and specific sections will be available in class and in Blackboard for each assignment.

***Note: Blackboard is down every third Thursday late evening –Friday morning of each month, so plan accordingly.**

Class Assessment: Grading Assignments are graded according to criteria distributed in class. Documented assignments, and reports should be accompanied by cited source material (APA). A tentative grading schedule follows, but is subject to adjustment. **Grading Requirements** Each assignment must be completed according to its criteria. (The point system is for you to have a marker as to how much you need to achieve in each of the categories).

Assignments	Points
Blackboard Participation for Weekly Discussions/Responses	100
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Process/ Instructional Document (syllabus creation)	20
Citation Analysis with Annotated Bibliography	50
Review of Literature (Investigation the needs of the Topic selected)	100
Technical Analytical Report with Executive Summary (PSO)	100
Midterm Exam	100
Employment Resumes and Letters of Application	100
Individual Totals	700
Group Project: Create a Public Service Organization	
Group Proposal and Mission Statement	20
Organization Branding Strategies	20
Group Progress Report	20
Public Service Announcement for Organization	20
Website for Organization	100
Group Presentation (Organizational Website)	50
Individual (portion of Organizational Website)	50
Class Attendance	20
Group Totals	300

Attendance (suggest students attend all classes: see attendance policy)
Class participation (expected of all students: make sure you read)

Total possible points 1000

A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0

Assignments Course focus: Select a 21st issue in the technical communication field and demonstrate a need for improvement and or problem-solution: It can be local, national, or global. The majority of the assignments are components of the final Analytical (Problem-Solution) Formal Technical Analytical Report and the Group Organizational Website.

Choose your communication topic. All the mini-assignments should be part of the bigger project report. (More criteria on this will be discussed on the first day of class). Those assignments with *asterisks are components of the final Formal Technical Analytical Report.

Week One

Introduction to Technical Communication Writing; In-class writing;

Readings: Understanding the TC Environment, TC Chapters 1, 2, 3, 4, 5 Appendix C-D

Assignments Due: Buy book; look over APA style in Blackboard, syllabus...etc....

Online BB: See discussion board

***Assign: Audience Analysis Memo**

Week Two

Readings: Planning the Document: TC Chapters 6, 7, 8; Appendix A-B

Online BB: See discussion board and peer-review session

Brainstorming on Group Selections (for business plan and research)

***Due: Audience Analysis Memo**

Week Three

Analyzing readers and contexts of use designing documents; Library Databases and Catalog discussion & conducting research; "Thinking about the Research Process" and ethics in technical communication

Readings: Coherent Documents and Proposal Writing TC Chapters 9, 10, 16

Online BB: See discussion board

Group Selections (for business plan and research)

***Assign: Proposal Topic Selection**

***Assign: Citation Analysis with Annotated Bibliography**

Week Four

Instructions and procedures; teaming in the technical workplace Writing a Review of Literature (Methodology): See Critical Annotated Bibliography and Literature Review Handout

Readings: TC Chapters 17, 18, 19 and what is a Review of literature in Blackboard handout(in Blackboard)

Online BB: See discussion board and peer-review session

***Assign: Review of Literature (Methodology) Report**

***Assign: Analytical Technical Report with Executive Summary (Individual Assignment)**

***Due: Proposal Topic Selection**

Week Five

Researching and managing information; writing and projects

Readings: Designing and Writing Instructions TC Chapters 11, 12, 13

Online BB: See discussion board and peer-review session

Group Selections (for business plan and research)

Note* These three assignments tie in together-the bulk of your research for this class

***Due: Citation Analysis with Annotated Bibliography**

Week Six

Document Design

Readings:— Designing and Writing Instructions TC Chapter 20

Online BB: See discussion board

***Assign Process/ Instructional Document**

Week Seven

Using visuals and graphics, collaboration/group topics & expectations / conferences with groups

Readings: Constructing Visuals, Tables, Graphs, and Visualizations;TC Review Chapter12; 19;

See Power Point slide in Blackboard

Group Selections

Online BB: See discussion board and peer-review session

***Due: Review of Literature (Methodology) and Report**

Week Eight

Using plain and persuasive style, revising and editing for usability;

Readings: TC Review Chapter 10 and Appendix C

Online: See discussion board

Due: Take home Mid-term—over chapters up to date 100 pts.

Week Nine

Websites and online publication

Readings: TC Review Chapter 20

Online BB: See discussion board and peer-review session

***Due: Process/ Instructional Document**

Week Ten

Writing proposals and progress report; describing the current situation

Readings: TC Chapter 21, and 22; Review Chapter 4

Online BB: See discussion board and peer-review session

From this point on you will be working on your group project

Assign: Group Proposal with Mission Statement

Assign: Organizational Branding Strategies

Assign: Public Service Announcement for Organization

Assign: Website Development (as a group decide to use Weebly or WIX)

***Due: Technical Analytical Report with Executive Summary (Individual Assignment)**

Week Eleven

Describing a work plan; using email and instant messaging; resumes and letters of application

Readings: Readings: Documents—Employment Documents; TC Chapter 14, 15

Online BB: See discussion board

Assign: Resumes and Letters of Application

Assign: Group Progress Report

Due: Group Proposal with Mission Statement

Due: Organizational Branding Strategies

Week Twelve

In class conferences, Preparing and giving presentations, Interviews In-class Group Work

Readings: Review Principles-Style and Editing; WW Part Four- Revision Guide

Online BB: See discussion board

Due: Group Progress Report

Due: Resumes and Letters of Application

Week Thirteen

In-class conferences, review, revising and editing workshop

Readings: Principles-Oral Presentations

How to Present a Report/ PowerPoint

Online BB: See discussion board

Week Fourteen

Group Presentations Class work on Projects; starting your careers Review of Project Packet and Class Evaluations

Online BB: See discussion board

Due: Individual portion of the website. Must be completed and ready for presentation

Week Fifteen

Last week of classes Wrap the course up

Group Presentations All Group Projects Due;

Online BB: See discussion board

Due: Group Organizational Project Website and presentations

Week Sixteen Finals Week

Final Exam TBA

Important Dates:

August 25	First day of class
September 1	Labor Day (University Closed)
October 23	Freshman mid-term grades due
October 31	Withdraw course drop deadline
November 27-28	Thanksgiving (University Closed)
December 4	Last day of classes and complete withdrawal from the University
December 5	Dead Day
December 8-12	Final Exams
December 17	Grades are due in Goldmine