

Course: RWS 3359: Technical Writing: Writing for Intelligence Professionals
CRN Section: 15353
Course Dates: August 27, 2018-December 6, 2018
Time: 10:30 a.m.-11:20 a.m.
Day: MWF
Location: UGLC 236
Instructor: Esther Solis Al-Tabaa
Office: Hudspeth 211 (Also Available online under Blackboard's Instructor's Office)
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Phone: 747-6254
Office Hours: MWF 9:30 a.m.- 10:20 a.m. (and by appointment)
Online Office Hours: Monday- Sunday from 5:00 a.m. – noon, Mountain Standard Time; and by online appointment- use the online Blackboard platform email function to communicate.
Will respond within 24 hours

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

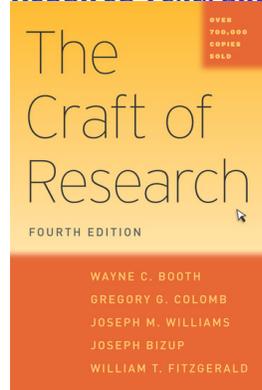
To set up an appointment email me via Blackboard. Appointments are available online, and if available in some cases face-to-face, and by email correspondence. If you have any questions throughout the semester, please contact me.

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.

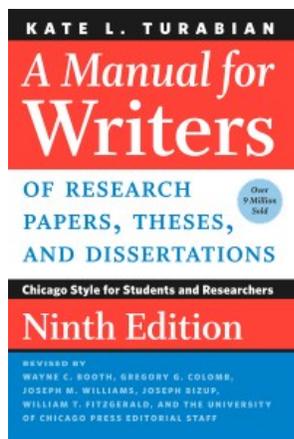
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Required Texts and Materials (Purchase the first day of class)



Booth, Wayne, C. , Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald. *The Craft of Research, 4th edition*. Chicago: University of Chicago Press, 2016.
ISBN-13: 978-0226239736 ISBN-10: 022623973X
Available in several formats (paperback, e-book, etc....)



Booth, Wayne, C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald and The University of Chicago Press Editorial Staff. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing) 9th edition*. Chicago: University of Chicago Press, 2018. Available in several formats (paperback, e-book, etc....)

***Additional Readings located in Blackboard and the UTEP Library Databases

Online Tools

Website for Turabian Chicago Style: A Manual for Writers. (Free Quick Guide). (Use Notes and Bibliography style). <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>
 Website for APA Style Online (Free Quick Reference Section). *The American Psychological Association (APA) Style Manual Central*

http://www.apastyle.org/?gclid=Cj0KCQjwvezZBRDkARIsADKQyPnKyQuv_7pr_LfM5SEIMZ62Br04HVxWBxKCVgniVDmdMYNhU5kimdsaAiDFEALw_wcB

Adobe Acrobat Reader DC <https://get.adobe.com/reader/otherversions/>

Microsoft Office 365 for Students (Free) Make sure to read instructions on how to apply and download software <https://products.office.com/en-US/student/office-in-education>

Grammarly: Free Writing Assistant: <https://www.grammarly.com/>

WIX Website Creator: <https://www.wix.com/>

Webbly Website Creator: <https://www.weebly.com/>

Canva: <https://www.canva.com/>

Venngage: <https://venngage.com/>

Pictochart: <https://piktochart.com/>

Dropbox: <https://www.dropbox.com/?landing=dbv2>

UTEP Cloud: One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well).

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 or a cloud to place large amounts of work. Back-up all your work! Suggestion: Use a Cloud, such as Dropbox or One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well). Disadvantage: When UTEP is office, so is One Drive.

Do not worry if you are not an expert with technology. If on campus, the ATLAS Lab located in the UGLC can provide further instruction on the use of Blackboard, Microsoft Word, and PowerPoint. There are also online tutorials for the software we will use in the course to create documents.

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 or less work for the student. I hope that this information will assist 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 have 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 (face-to face) class, you would be spending at least six hours doing “homework”—3 hours in class x 2 = 6.

This course has a Blackboard component. There are due dates, and online participation, and activities. Therefore, expect to be working approximately 7.5 –to 9 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 seven hours outside of the online class a week for this course. This course is heavily situated in writing and academic research. Blackboard online work is not an option. It is part of this course. Your online participation is crucial to your success and is a measured as part of your online presence and prepares you in the face to face class days.

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:* RWS 1302 or ENGL 1313 or ESOL 1312/ 1302--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 strategies, persuasive rhetorical techniques, and a strong command of Turabian Chicago Notes and Bibliography 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 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. Suggestion: Use free app: Grammarly: <https://app.grammarly.com/>

Course Arrangement

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

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 highly encouraged to read all assigned readings and materials prior to class.

Course Policies

Participation/Attendance: This course meets three times a week and attendance is determined both by face to face and the online environment. Students must be prepared, participate in discussions consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

Online attendance is mandatory. You must log in and participate in the conversation. Otherwise, it counts as an absence. All work must be completed by the due dates posted.

This face to face course has an extensive online component--with lectures, and discussions, and utilizing the management system Blackboard. I will provide students with access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. It is the student's responsibility to conduct library research, technology workshops, (such as how to create a documentary or be comfortable using Blackboard, UTEP's databases, and Microsoft Word), or other activities that you might need to be physically present for. Please make time for these training opportunities. If you are not on campus send me an email, so that I may provide you with additional resources. Keep in mind the technology component and requirements for this class; otherwise, you may miss out on important information.

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. Face to face and online sessions are available. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due. Check their summer hours on their website. <http://uwc.utep.edu/>

Technology and RWS 3359: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as [ATLAS](#) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments. Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

Course Delivery of Course: **All the course content will be delivered via Blackboard (100%). To access Blackboard from UTEP homepage, students can access Blackboard by the steps outlined below:**

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard

Bb Blackboard

- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Online “Netiquette”

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Classroom Etiquette / Online and Face-to-Face

As a courtesy to the class, if in a face-to-face classroom, turn off or place on silent mode all cell phones. Do not take pictures/photos/video footage of classmates or instructor. 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 face to face and/ or online classroom disruptions.**

Online Classroom Net-Etiquette

As a courtesy to the online classroom environment, treat others, as you would like to be treated. Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, online guest speakers or to me. I will ask you to leave the online classroom if this occurs. I also reserve the right to drop you from the online course if you are preventing others from learning because of classroom hostilities. 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 read and 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. Read 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 University Writing Center, significant others, and anyone else that contributed to your work). Make sure to cite your sources properly, including when you paraphrase others’ works. See Chicago and APA handbooks 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: <https://www.utep.edu/student-affairs/>

Administrative Components of the Course

Attendance: According to The University of Texas at El Paso's catalog: "The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline." (For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP's Catalog Curriculum and Classroom Policies: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>)

Students are expected to attend all online class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course.

Please also be aware of the six-course drop limit. According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.

Late Work: All assignments are due on the due dates posted. Assignments uploaded 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, no Internet access, you may turn the assignment in early.

Group Assignments: Group work is a common practice for academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

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**.

Blackboard assignments are to be posted when due. 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. This is not an acceptable excuse. However, if it is system or there is a platform error that no one foresees there, extensions are granted. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight.

Nature of and Time Spent on Course: RWS 3359 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus. Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Face to face courses are usually 3-hour classes, and students are expected to spend 7.5 hours doing

researching and writing each week in a regular 16-week semester. Some weeks, students may work more; some weeks they may work less. Keep this average in mind. Online courses take much more time, so plan accordingly. Since this is a much shorter course, expect this course to be intense in nature and the criteria much more stringent.

Academic Integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Academic Dishonesty: Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

(<http://academics.utep.edu/Default.aspx?tabid=54418>)

Copyright and Fair Use: The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

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.

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, I encourage you to visit the writing center at least 12 hours before the assignment is due.

Military Students: If you are a military student (veteran, dependent, active) please visit the [Military Student Success Center](#). I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I

will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

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 Online Peer-Review 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 Online Assignments

Students productively participate to meet the criteria of the specific assignment.

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 Turabian Chicago Style: Notes and Bibliography.

Other Points

Make sure to include everything that is required in your submissions 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 (class textbook is available in hard copy and e-book)
- Refer to pages of textbook when using the material as supporting evidence
- 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. 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 Course Announcements.

Important Dates for this Semester	
August 27	First day of class
August 27-30	Late Registration
September 3	Labor Day Holiday
September 12	Census Day
October 24	Freshmen mid-term grades due
November 2	Drop Date, last day to drop a student with a W deadline
November 22-23	Thanksgiving Holiday
December 6	Last day of classes and complete withdrawal from the University
December 7	Dead Day, day between last class day and start of finals, no class
December 10-14	Final Exams Check the UTEP finals week calendar for your course
December 19	Instructor Submits Final Grades

Visit <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> for important dates.

Overview Semester Calendar

Calendar material and due dates are subject to change. Be aware of this, and check calendar updates, which will be listed in the "Course Announcements" section of Blackboard. Check course Announcements several times a week.

Detailed rubrics and specific guidelines will be available in the weekly modules. It is very important not get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is a breakdown of each week.

Each week begins on Monday and ends on Sunday

All major assignments will be submitted to Blackboard. Major projects for final grading will be submitted to Blackboard and due **on Sunday at midnight**. Other scaffolding assignments, peer-reviews, and discussions will be spread out through the week and due at midnight.

All Assignments reflect the following: Think of the coursework as an Internship:

Course Focus: Technical Communication in your Field: Writing for Intelligence Professionals

The purpose of this technical communication course: writing for intelligence professionals, is to give you the opportunity to explore and imagine what it would feel like working in this type of technical communication environment. You will use your own major/field as the lens to explore technical communication as an intelligence professional.

You do not have to be a technical communication major; however, you still have to be aware of the types of documents that surround the technical communication field. Some of you will work in organizational settings, so it is important to know how to develop these technical communication documents relevant to the organization or business. Technical writing is needed in most job settings. The hope is that one day, whatever your chosen field is, that you will consider working as an intelligence professional by implementing your expertise in your field.

Learning to write in your major/field as an intelligence professional and technical communicator will enhance your skills in the workplace. The documents you will create for the course span from practical to academic. The following are aspects of research that are important to learn, whether it is for working in an intelligence professional organization or in the traditional workplace. Some of the documents include examining case studies, creating a report, and developing research for academic and professional work.

The rationale for having you develop sound research strategies is practical. If you do not know what has been written about your topic, then how can you develop it and expand on it, and become the expert in your field. Keep this in mind when you are researching your technical communication topic as an intelligence professional.

What does it mean "writing for intelligence professionals?"

It means that you are writing for the Intelligence Community (IC), whether it is for public or private sectors.

Helpful information:

National Security Studies Institute: <https://www.utep.edu/liberalarts/nssi/>

UTEP Library Research Guide: <http://libguides.utep.edu/inss#s-lg-box-9005577>

CIA: Bridging the Intelligence Policy Divide: https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol37no3/html/v37i3a02p_0001.htm

CIA: Careers and Internships: <https://www.cia.gov/careers>

Course Focus: Technical Communication in your Field: Writing for Intelligence Professionals

Select a 21st issue (problem- solution) in your major/field/degree area, which demonstrates a need for a technical communication consultant. It can be local, national, or global.

Assume you working for an intelligence professional organization and/or as a consultant. First, determine what you want to do, such as you want to be a consultant or work in your field for an organization. Then focus on four questions that you want to investigate/ research for your topic for this course.

As a reminder, use your own discipline/ major in your field as inspiration for selecting your topic. Do some preliminary research on issues/problems in the intelligence community in your field. The motivation is for you to use the course products as part of your resume when you go out into the job market.

The majority of the assignments are components of the Final Formal Intelligence Report including those documents that will be placed into the Research Poster.

Review the following link: The reasons to become a technical communicator/technical writing to get ideas of what are some of the categories and roles of a technical communicator.

<http://www.publishingsmarter.com/resources/books-and-articles/reasons-to-become-a-technical-writer>

Choose your topic. All the mini-assignments should be part of the bigger project report. The small assignments including some discussions provide the scaffolding layout for the components of the Final Formal Intelligence Report including those documents that will be placed into the Research Poster.

Attendance (students must participate in online discussions: see attendance policy)

Class participation (expected of all students: make sure you read and post in Blackboard)

The due dates for each assignment are posted in the calendar and in Blackboard. It is your responsibility to know exactly when assignments are due.

Note: Major Assignments are usually due at the end of the week—on Sundays by midnight.

Course Assessment

Grading Assignments are graded according to criteria distributed in class. Documented assignments, and reports should be accompanied by cited source material (Chicago style). 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).

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

The weeks contain what is due that week; however, refer to the syllabus and calendar on what is ahead in the upcoming weeks. Also, review Blackboard's "Course Content" for submission information and more detailed instructions. Also, all guidelines and student samples are available any time for your review. During some weeks, there will be a heavier workload. However, you are

more than welcome to work ahead. All weeks are open and you may begin creating your final projects early on.

Course Assignments

Due Dates	Assignments	Points
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online Participation for Weekly Technical Communication Discussions (10) each 20 points— Online Participation for Weekly Technical Communication Readings Reader Response: Initial Post: (600-900- word count) Two Classmates responses (250 words)	200
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates	Online Collaborative Peer-Review Sessions (4) Assignments: Peer Review #1—for Assignment #2=10 pts.; Peer Review #2—for Assignment #3=10 pts.; Peer Review #3—for Assignment #5=10 pts.; Peer Review #4—for Assignment #6=10 pts.	40
End of Week Three (Sunday)	Assignment #1: Topic Proposal Audience Analysis Memo with four research questions and with Three Referenced Sources (part I)	20
End of Week Four (Sunday)	Assignment #2: Article Analysis: from suggested database readings	100
End of Week Six (Sunday)	Assignment #3: Citation Analysis with Extended References Ten Critical Annotated Bibliography (CAB) entries with sentence outline (part II)	80
End of Week Seven (Sunday)	Assignment # 4: Book Review: Psychology of Intelligence Analysis	100
End of Week Nine (Sunday)	Assignment #5: Review of Literature (Investigation needs of research topic) (part III)	100
End of Week Eleven (Sunday)	Assignment # 6: BLUF—for the Report	60
End of Week Twelve (Sunday)	Assignment #7: Formal Intelligence Report	100
End of Week Thirteen (Sunday)	Assignment #8: Visual Document: Infographic: (A description on a procedure) with reflection essay	50
End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)	Assignment #9: Visual Argument Research Poster	100
End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)	Assignment #10 Debriefing: Executive Summary of Intelligence Issue Q & A Session	50
Finals	Complete all Q&A and check scores	
	Totals	1000

The syllabus provides an overview of assignments for the class—specific guidelines will be discussed in Blackboard’s online class lectures.

Course Delivery of Course: This course is delivered online. Blackboard is the online platform used. All projects will be submitted and graded through Blackboard.

Course Theme: Select a 21st issue (problem- solution) in work place business setting, which demonstrates a need for creating a business and/or business consultant: It can be local, national, or global.

Participation in the Online Class Environment:

Breakdown: Peer-review Sessions—3 sessions— 40 points

For the following assignments: #2=10 pts.; #3=10 pts.; #5=10 pts.; #6=10 pts.

Reader Response Discussions (10) each 20 points =200 pts.

Reader Response: Initial Post: (600-900-word count); Two Classmates responses (250 words)

Guidelines: There are two parts: Initial post: Due on **Wednesday midnight**. Must be at least 800-1000 words (more is fine) -- cite in-text material (Chicago Style), copy paste into the discussion post. No attachments. Proofread all work. Student responses: Due by **Sunday midnight**. Response must be reflective and at least 250 words. **Respond to at least two of your classmates.**

Assignment One: Assignment #1: Topic Proposal Audience Analysis Memo with four research questions and with Three Referenced Sources (part I) **20 pts.**

Due: Sunday midnight

This is one document with two deliverables:

- 1). Topic Proposal with Audience Analysis Memo with four research questions and Ten Critical Annotated Bibliography (CAB) entries, include a sentence outline. Students will write a proposal to identify the subject /issue/ topic they will be working with for the semester.
- 2). Begin the Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline Students will include an Introduction, FOUR research questions and complete the Extended Critical Annotated Bibliography as an activity assignment to begin work on the Review of Literature (Investigation needs of topic organization/business). Need at least two for each question—ten sources total for the CAB. Detailed guidelines will be provided in Blackboard.

Assignment #2: Article Analysis: from suggested database readings. 100 pts.

Detailed guidelines will be provided in Blackboard.

There is a peer-review session for this assignment. (10 points)

Assignment #3: Citation Analysis with Extended References Ten Critical Annotated Bibliography (CAB) entries with sentence outline (part II) 80 pts.

Students will submit FOUR research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Literature Review/ Primary Research Report. Make sure to review the RWS e-book for specific guidelines. Detailed guidelines will be provided in Blackboard.

Detailed guidelines will be provided in Blackboard.

There is a peer-review session for this assignment. (10 points)

Assignment # 4: Book Review: Psychology of Intelligence Analysis 100 pts.

Detailed guidelines will be provided in Blackboard.

Assignment #5: Review of Literature (Investigation needs of research topic) (part III) 100 pts.

Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Develop Ten Survey Questions based off the Four Research Questions (20 points). Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Make sure to review the RWS e-book for specific guidelines. Detailed guidelines will be provided in Blackboard.

There is a peer-review session for this assignment. (10 points)

Assignment # 6: BLUF—for the Report 60 pts.

Use the BLUF format to outline your Report. Detailed guidelines will be provided in Blackboard.

There is a peer-review session for this assignment. (10 points)

Assignment #7: Formal Intelligence Report 100 pts.

Each student will develop a formal intelligence report based on their research from the Literature Review, and the BLUF assignment, which examines the needs of the topic. Also, you may include any other assignments, discussion posts, etc... from the coursework. Detailed guidelines will be provided in Blackboard.

Assignment #8: Visual Document: Infographic: (A description on a procedure) with reflection essay 50 pts.

For this assignment, you will create your own visual on a procedure, using the theories that you have learned in the course. Also, a short reflection about your design process should be included. Detailed guidelines will be provided in Blackboard.

Assignment #9: Visual Argument Research Poster 100 pts.

Each student will design a research poster in PowerPoint. The poster is based on the topic you have chosen for the semester. You will use quantitative and mixed methods to develop the poster. Detailed guidelines will be provided in Blackboard.

Assignment #10 Debriefing: Executive Summary of Intelligence Issue Q & A Session 50 pts.

It is now time to present your findings to the class. This online presentation has three components.

First: Write an executive summary (no more than one page single-spaced or 500 words) on your issue/topic and include the research questions investigated in your literature review/primary research report. Then post the executive summary under the discussion forum (or as your instructor assigns). **Second:** Every student in the class will post one question to every author's executive summary. Make sure to post in a timely manner. This will allow the author ample time to provide answers to all the questions (or as your instructor assigns). **Third:** The author will answer and respond to all questions and debrief the class on the issue/topic. You may use a PowerPoint presentation for this portion or post the information online. (Make to include the initial question with its answer). Detailed guidelines will be provided in Blackboard. **Students will provide a short answer to each question.**

Technical Writing English 3359 Overview Semester Calendar

Each week begins on Monday and ends on Sunday

All major assignments will be submitted to Blackboard. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight. Other scaffolding assignments, peer-reviews, and discussions will be spread out through the week and due at midnight.

Online Overview Semester Calendar

Calendar material and due dates are subject to change. Be aware of this, and check calendar updates, which will be listed in the "Course Announcements" section of Blackboard. More detailed rubrics and specific guidelines will be available in the modules. This is a Fifteen Week Course, with the Sixteen Week for Finals. It is very important not get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is an overview of each week. A more detailed calendar will be in Blackboard under each week in "Course Content."

Overview Semester Calendar			
Weekly Schedule (Subject to change)			
CR Reader = <i>The Craft of Research</i> (Hardcopy textbook); Chicago Manual= <i>A Manual for Writers Chicago Style</i> --Additional: Online Readings and PDFs MWF class			
16 – Week Course	Discussion Class Topics	Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links	Assignments
Week One August 27- September 2 Friday: Special Speaker: Dr. Larry Valero	Class Introduction; Review Blackboard course; Select a topic;	Buy Textbook and beginning reading; PowerPoint Presentation Lecture in Blackboard Read PDF: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr. Preface, Foreword, Introduction, Part I: Chapter 1-3 http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf Review PDF handout on Proposal Review PDF handout on Developing Research Question Chicago Manual —online overview Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: http://guides.library.harvard.edu/sixreadinghabits View: Introductions View: Reader Response Discussion Thread #1 View: Topic Proposal Discussion	DUE: Introductions DUE: Coursework Permission Submission DUE: Topic Proposal: Located under Discussions DUE: Reader Response Discussion #1
Week Two September 3- September-	Conducting Research; Database use Developing	CR Reader: TBA Chicago Manual: TBA Read PDF: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr. Preface, Foreword, Introduction, Part II: Chapter 4-8 http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf	DUE: Reader Response Discussion #2

<p>9</p> <p>Friday: Meet in Library to meet your Librarian: Angela Lucero</p>	<p>Research Questions for Research Topic</p>	<p>PowerPoint Presentation Lecture in Blackboard Review PDF handout on Developing Research Question</p> <p>View: Reader Response Discussion Thread #2</p>	
<p>Week Three</p> <p>September 10- September 16</p>	<p>Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)</p> <p>Chicago Style</p>	<p>CR Reader: TBA Chicago Manual: TBA Read PDF: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr. Preface, Foreword, Introduction, Part III: Chapter 913; and Part IV Conclusions: Chapter 14 http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample PowerPoint Presentation Lecture on WIT in Blackboard Additional Websites: Purdue OWL Chicago Style Public Discussion of Literature Review of Research on Critical Needs..... https://www.youtube.com/watch?v=13h4sB9IYMk Websites: Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015. https://www.youtube.com/watch?v=PkcHstP6Ht0. View: Watch Public Discussion of Literature Review of Research on Critical Needs..... https://www.youtube.com/watch?v=13h4sB9IYMk View: Reader Response Discussion Thread #3</p>	<p>DUE: Reader Response Discussion #3</p> <p>Assignment #1: Topic Proposal Audience Analysis Memo with four research questions and with Three Referenced Sources (part I)</p>
<p>Week Four</p> <p>September 17- September 23</p>	<p>Peer-Review Process;</p> <p>Complete AA;</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard</p> <p>Review PDF handout on CAB Additional Website links in Blackboard View: Reader Response Discussion Thread #4 View: Peer-Review #1 for Assignment #2: AA</p>	<p>DUE: Peer- Review #1 for Assignment #2: AA</p> <p>DUE: Reader Response Discussion #4</p> <p>DUE: Assignment #2: Article Analysis: from suggested database readings</p>
<p>Week Five</p>	<p>CAB Review</p>	<p>CR Reader: TBA Chicago Manual: TBA</p>	<p>DUE: Peer- Review</p>

<p>September 24-September 30</p> <p>Friday: Library Research Day</p>	<p>Chicago style In-text Citation with footnotes and Bibliography</p>	<p>PowerPoint Presentation Lecture in Blackboard Review PDF handout on Review of Literature Additional Website links in Blackboard View: Reader Response Discussion Thread #5 View: Peer-Review #2 CAB</p>	<p>#2: Assignment Three: Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline</p> <p>DUE: Reader Response Discussion #5</p>
<p>Week Six</p> <p>October 1-October 7</p>	<p>Revise CAB; Develop Review of Literature Report (RLR)</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography Website: Purdue OWL Chicago Additional Website links in Blackboard View: Reader Response Discussion Thread #6</p>	<p>Due: Assignment #3: Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline (Part I):</p> <p>DUE: Reader Response Discussion #6</p>
<p>Week Seven</p> <p>October 8 - October 14</p>	<p>Review discussion questions for Book Review</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture on WIT in Blackboard Additional Website links in Blackboard View: Reader Response Discussion Thread #7</p>	<p>DUE: Assignment # 4: Book Review: Psychology of Intelligence Analysis</p> <p>DUE: Reader Response Discussion #7</p>
<p>Week Eight</p> <p>October 15–October 21</p>	<p>Peer Review: Editing and Revising; check Chicago Style</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard View: Reader Response Discussion Thread #8 View: Peer-Review #3 RLR</p>	<p>DUE: Peer-Review #5: Assignment Three: Review of Literature—Draft</p>

			for Peer-Review (Part II) DUE: Reader Response Discussion #8
Week Nine October 22-October 28	Visual Rhetoric Outline-Storyboard for visuals	CR Reader: TBA Chicago Manual: TBA Infograph(ics) Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples PowerPoint Presentation Lecture on WIT in Blackboard Additional Website links in Blackboard View: Reader Response Discussion Thread #9	DUE: Assignment #5: Review of Literature (Investigation needs of research topic) (part III) DUE: Reader Response Discussion #9
Week Ten October 29-November 4	Infographic, and Design; Presentation	CR Reader: TBA Chicago Manual: TBA Review PDF handout on Infographics PowerPoint Presentation Lecture on WIT in Blackboard Infographics by Nathaniel Rivers: http://www.nathanielrivers.org/infographics/ Infographic software: Piktochart: https://piktochart.com/ Canva: https://www.canva.com/ Venngage: https://venngage.com/ Additional Website links in Blackboard View: Reader Response Discussion Thread #10	On your own Story board the Infographic (decide what you want to include from your compiled research on a procedure DUE: Reader Response Discussion#10
Week Eleven November 5-November 11	Visual Arguments	CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard View: Peer-Review #4 AVA: Infographic (Part I)	DUE: Assignment # 6: BLUF—for the Report
Week Twelve November 12-November 18	Visual Arguments continued	CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard	DUE: Assignment #7: Formal Intelligence Report
Week Thirteen	Online Presentation of	CR Reader: TBA Chicago Manual: TBA	DUE: Assignment

<p>November 19- 25</p>	<p>Project</p>	<p>PowerPoint Presentation Lecture in Blackboard Review PDF handout on Executive Summary Additional Website links in Blackboard PowerPoint Presentation Lecture on WIT in Blackboard View: Executive Summary Discussion</p>	<p>#8: Visual Document: Infographic: (A description on a procedure) with reflection essay</p>
<p>Week Fourteen November 26- December 2</p>	<p>Visual Argument Research Poster, and Debriefing with Executive Summary</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Review: Executive Summary PowerPoint Presentation Lecture on WIT in Blackboard Additional Website links in Blackboard Review PDF handouts on Executive Summary Helpful websites on executive summaries: USC Libraries: Research Guides: http://libguides.usc.edu/writingguide/executivesummary University of Maryland: Executive Summaries: http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm UniLearning: Report Writing: https://unilearning.uow.edu.au/report/4bi1.html View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions)</p>	<p>DUE: Assignment #9: Visual Argument Research Poster</p> <p>DUE: Assignment #5 Part II: Executive Summary Post to Discussion Board</p>
<p>Week Fifteen December 3- December 6 Dead Day: December 7</p>	<p>Debriefing with Executive Summary (This is the presentation of findings for report)</p>	<p>CR Reader: TBA Chicago Manual: TBA PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard</p> <p>View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)</p> <p>View: Post Project Reflection Discussion Thread</p> <p>Complete Online Course Evaluations sent to your UTEP email</p>	<p>DUE: (Part II) Executive Summary Paragraph on Topic from each author</p> <p>DUE: (Part II) Q & A from classmates to each author</p> <p>DUE: (Part II) Each author replies to each question.</p> <p>DUE: Post Project Reflection for RWS 1302</p>

Week Sixteen December 10-December 14	Finals	View: Your Grade book	Finals week: Check all of your scores
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