Course: RWS 3359: Technical Writing: Online Four-Week Session
CRN Section: 31766
Course Dates: June 10, 2024 - July 08, 2024 (Finals July 9)
Time: TBA
Day: Daily
Location: Online Blackboard Platform
Instructor: Esther Solis Al-Tabaa
Office: Hudspeth 211 (Available only online under Blackboard’s Instructor’s Office)
E-mail: eal-tabaa@utep.edu
Phone: 747-6254

Online Office Hours: Zoom: Monday- Friday from 9:00 a.m. – noon (Mountain Standard Time); and by online appointment- use the online Blackboard platform email function to communicate. Will respond within 24 hours (I will be logged into our Zoom online office hours during this time). We have the Zoom link embedded in our Blackboard Shell. Zoom is available for audio and or video use.
I will hold “Live Round Table Online Lecture-Discussion Sections” See the Blackboard Discussion board for additional information and scheduling.

Also, I am available by online appointment- use the online Blackboard platform email function to communicate. I will respond within 24 hours. We will use Zoom for our live sessions and online office sessions.

Backup for communication:
If, for some reason, Blackboard is down, send me an email through my UTEP email. Also, if you need to talk to me, send me a phone number where I can reach you. I will call you from my home landline.

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.

Copyright

© All rights are reserved to Esther Solis Al-Tabaa, and no copying is allowed without permission. 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. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.
Required Texts and Materials (Purchase the first day of class)


Online Tools
Website for APA Style Online (Free Quick Reference Section). The American Psychological Association (APA) Style Manual Central
http://www.apastyle.org/?gclid=Cj0KCQjwvezZBRDkARlSADKQyPnKyQuv_7pr_LfM5SEIMZ62Br04HVxWBxKCVgniVDmdMYNhU5kimdsaaIDFEALw_wcB
Adobe Acrobat Reader DC https://get.adobe.com/reader/otherversions/
OneDrive: Located under “Tools” in your Blackboard Dashboard
Microsoft SWAY: Located under “Tools” in your Blackboard Dashboard
Yuja Media Library: Located under “Tools” in your Blackboard Dashboard
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/
Vennage: https://venngage.com/
Pictochart: https://pictochart.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 Library Databases
- Internet access from home—students can set up VPN access (GlobalProject)
- Check the Technology Support Center in Library: https://www.utep.edu/technologysupport/
- Check the Library for the updated versions needed to open their databases (VPN) (GlobalProject)
- Check the bookstore and technology for all software for student discounts and free downloads
Some services available to online students include:

- Campus Edge: [https://campusedge.utep.edu/browse-by-audience/student-life](https://campusedge.utep.edu/browse-by-audience/student-life)
- Research Guides: UTEP Library: [https://libguides.utep.edu/service_updates](https://libguides.utep.edu/service_updates)
- UTEP Writing Center: [http://uwc.utep.edu/index.php](http://uwc.utep.edu/index.php) (Students will be able to schedule an appointment for an online consultation). Below is a message from the Writing Center you may want to post as an announcement:

**The University Writing Center:** The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC’s website ([uwc.utep.edu](http://uwc.utep.edu)). Most UWC consultants are bilingual Spanish and English speakers. Visit the UWC’s website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

**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 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 in technology. If on campus, the Tec 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.

**In an online class the situation is a bit different.** There are due dates, and the online participation, and activities to consider. 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. Since this course is situated as a condensed seven-week semester—double the time spent outside of the online environment. 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.

***NOTE: This is a four-week course, and the material covered in this course is representative of a regular semester 16-week course compacted into four weeks. Expect an intense four weeks of reading, writing, responding, and assignment submission.

**Description**

Course Catalog Description: Technical Writing (3-0) A professionally-oriented communication course centered on assembling, organizing, drafting, and revising technical information for generating written documents and oral reports. Prerequisites: RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

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. This course will emphasize knowing about and preparing various kinds of English communications, technical writing, genres including 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 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 the free app: Grammarly: https://app.grammarly.com/

UTEP Edge
This course uses UTEP Edge concepts. The concepts that we are focusing on are Critical Thinking, Global Awareness, Problem-Solving, and Team Work.

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 lectures and discussions about individual reports, letters, and research strategies.

Course Requirements
Students are required to complete assignments by due dates 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 is an online course; attendance is determined by the online environment. Students must be prepared and participate in online 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 online work must be completed by the due dates posted.

This course is taught as an ONLINE course with an extensive online component--with lectures, 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.

Technology and RWS 3359: This course uses technology and multimedia products. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. 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
➢ 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 the 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).

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 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: 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)

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC/ RWS Programs recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI-powered program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI-powered program) could take the form of

- copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.
FYC/ RWS faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR). For more guidance on mediating AI technologies in the classroom, consult UTEP’s “Guidance for Teaching with AI Technologies” statement. https://www.utep.edu/provost/_files/docs/instruction/utep-guidance-for-teaching-with-ai-technologies.pdf

**Accommodations:** UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

**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. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

**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.

**Student Pregnancy and Parenting Nondiscrimination Policy:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**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.

### Course Support Resources

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<th>Title IX</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
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<tbody>
<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td>Dean of Students</td>
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<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/">https://www.utep.edu/chs/shc/</a> <a href="mailto:studenthealth@utep.edu">studenthealth@utep.edu</a></td>
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<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> <a href="mailto:police@utep.edu">police@utep.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/">https://www.utep.edu/student-affairs/counsel/</a> <a href="mailto:caps@utep.edu">caps@utep.edu</a></td>
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### 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 the American Psychological Association (APA) manual style, as well as footnotes in some of the documents. You may purchase the APA Manual, (hardcopy or online version), or review the Purdue OWL APA. These are the two choices for reviewing how to cite APA Guideline standards.

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.

<table>
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<th>Important Dates</th>
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<tr>
<td>June 10</td>
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<td>June 12</td>
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<td>July 8</td>
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<td>July 9</td>
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<td>TBA</td>
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Online Overview Semester Calendar (FOUR-WEEK)

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. Please check course “Announcements” several times a week.

Detailed rubrics and specific guidelines will be available in the weekly modules. It is very important not to 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 throughout the week and due at midnight.

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

Course Focus: Becoming a Technical Communicator in the 21st Century—

Example: You may consider how the pandemic—COVID-19 impacts being a Technical Communicator and the topic you are exploring.

Assignments Preparing for the 21st Century Technical Communication in your Field.

The purpose of setting up the course as creating your own organization (this can be a business model) is to give you the opportunity to explore and imagine what it would feel like to be your own boss in a technical communication environment.

You do not have to be a technical communication or business major; however, you must be aware of the documents surrounding the technical communication field. Some of you will work in organizational settings, so it is essential 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, you will consider creating your organization or expanding your knowledge to a technical communication aspect of your job.

I want you to have fun becoming a technical communicator in your field. The documents you will create for the course span from practical to academic. These aspects of research are important to learn, whether it is for establishing an organization, a case study, creating a report, or other 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, how can you develop it, expand on it, and become an expert in your field? Keep this in mind when you are researching your technical communication topic.

Course focus: Select a 21st issue (problem-solution) in an organization or business setting (such as a business in your field/degree area), demonstrating a need for a technical communication consultant. It can be local, national, or global.
Assume you are starting an organization, business, or technical communication consultant. First, determine what you want to do, such as being a consultant in your field for an organization. Then focus on four questions you want to investigate/research for your topic for this course.

**UTEP Edge**

This course uses UTEP Edge concepts. The concepts that we are focusing on are Critical Thinking, Global Awareness, Problem-Solving, and Team Work.

**As a reminder, use your discipline/major in your field as inspiration for selecting your topic. Do some preliminary research on issues/problems 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.**

Most assignments are components of the Final (Problem-Solution) Formal Analytical Report. These documents will be placed on the Research Technical Communication Website to showcase your work.

The website will be used to communicate your consulting services to the industry and to the public. 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](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 more extensive project report. The small assignments, including some discussions, provide the scaffolding layout for the components of the Final (Problem-Solution) Formal Analytical Report and the Research Technical Communication Website.

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 on 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 (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).  
A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0
Due Dates/Overview | Assignments | Points |
<table>
<thead>
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<tbody>
<tr>
<td>Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates</td>
<td>Online Participation for Weekly Technical Communication/Textbook Readings Reader Response Discussions (4) each 25 points Reader Response: Initial Post: (800-1000 word count) Two Classmates responses (250 words)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>Two Quizzes per week (8) each 5 points</td>
<td>40</td>
</tr>
<tr>
<td>Reflection (Journal)</td>
<td>One per week (4) entries each 25 points</td>
<td>100</td>
</tr>
<tr>
<td>Peer-Review Sessions</td>
<td>Peer-review (each 30 pts) for Assignments 2, 4</td>
<td>60</td>
</tr>
<tr>
<td>End of Week One (Monday)</td>
<td>Assignment #1: Topic Proposal with Audience Analysis Memo with four research questions and Ten Extended Critical Annotated Bibliography (CAB) entries, include a sentence outline</td>
<td>100</td>
</tr>
<tr>
<td>End of Week Two (Sunday)</td>
<td>Assignment #2: Article Analysis: Technical Communication Article (Evaluating a technical document)</td>
<td>100</td>
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<tr>
<td>End of Week Two (Sunday)</td>
<td>Assignment #3: Visual Document: Infographic: (A description on a procedure) with reflection essay</td>
<td>100</td>
</tr>
<tr>
<td>End of Week Three (Sunday)</td>
<td>Assignment #4: Formal Analytical Report, including Review of Literature, from the CAB collection of sources, and with reflection essay</td>
<td>150</td>
</tr>
<tr>
<td>End of Week Four (Sunday)</td>
<td>Assignment #5A: Final Project: Research Technical Communication Website. Make sure to read what needs to be included on the website</td>
<td>200</td>
</tr>
<tr>
<td>Finals</td>
<td>Assignment #5B: Debriefing: Executive Summary of Professional Issue Q &amp; A Session to Classmates on final project located under discussions</td>
<td>50</td>
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</tbody>
</table>

Total Points 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/organization setting, which demonstrates a need for creating a organization/business and/or organization/business consultant: It can be local, national, or global.

You may consider how the pandemic—COVID-19 impacts being a Technical Communicator and the topic you are exploring.
Participation in the Online Class Environment:
Breakdown: Peer-review Sessions—2 sessions—30 points each= 60 points
For the following assignments: #1=20 pts.; #2=20 pts.; #3=20 pts.
Reader Response Discussions (4) each 25 points =100 pts.
Reader Response: Initial Post: (800-1000-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 (APA), copy and paste into the discussion post. No attachments. Proofread all work. Student responses: Due by Sunday midnight. The response must be reflective and at least 250 words. Respond to at least two of your classmates.

Reflection Journal entries:
One per week (4) entries, each 25 points= 100 pts. The reflection journal entries are designed to reflect each week on your progress as a technical writer and technical communicator.

Weekly Quizzes:
There are two short weekly quizzes based on the reading material. (8) each 5 points =40 pts.

Assignment One: Topic Proposal Audience Analysis Memo with Extended Critical Annotated Bibliography (CAB) (100 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). 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. Detailed guidelines will be provided in Blackboard.

Assignment #2: Article Analysis: (Evaluating a technical document) from suggested technical writing/ technical communication database readings. (100 pts.)
Analyzing articles is an important aspect of rhetoric and writing studies when analyzing important concepts in a field/discipline. In this assignment, students will select an academic article in their field/discipline and analyze it using the Miniature Guide to Critical Thinking: Concepts and Tools [PDF]. (p. 13). Read the entire booklet first. Detailed guidelines will be provided in Blackboard.
There is a peer-review session for this assignment. (30 points)

Here is a sample list of technical communication /technical writing journals available at the UTEP Library—this is only a short list—there are many more.
Technical Communication Quarterly: TCQ
Technical Communication
Journal of Business and Technical Communication
Journal of Technical Writing and Communication
Iowa State Journal of Business and Technical Communication: JBTC
Technical Advancements in Computers and Communication (ICTACC)
Assignment #3: Infographic: (A description on a procedure) w/ reflection essay (100 pts.)
Due: Sunday midnight
For this assignment, you will create your own visual argument to advocate for your topic/issue, 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. 100 pts.

Assignment #4: Formal Analytical Report Formal Analytical Report, including Review of Literature and with a reflection essay (150 pts.)
Due: Sunday midnight
Each student will develop a formal business research report based on their research, using the information from the Proposal and the CAB assignment. Include a Review of Literature section, which examines the needs of the topic. Include images to support the discussion. Use APA layout. Also, you may include any other assignments, discussion posts, etc… from the coursework. Detailed guidelines will be provided in Blackboard.
There is a peer-review session for this assignment. (30 points)

Assignment #5A: Final Project: Research Technical Communication Website. Make sure to read what needs to be included in the website (final project) (200 pts.)
Due: Sunday midnight
The website should look professional. Include the following: Homepage with your Mission Statement with image signage (see example), About Me page (including a resume); Infographic; Analytical Report, Frequently Asked Questions (FAQ); References and a Copyright Statement; and links and videos. (Do not just paste a bunch of word attachments). Detailed guidelines will be provided in Blackboard.

Assignment #5B: Debriefing: Executive Summary of Professional Issue Q & A Session 50 pts.
Due: Week of Finals
A debriefing is a great way to wrap up a project. In rhetoric and writing studies, this sometimes is in the form of a presentation. 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. Students 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 Summer Semester Calendar (Four-Week)

### Overview Semester Calendar: Summer Four Week Session

<table>
<thead>
<tr>
<th>Weekly Schedule (Subject to change)</th>
<th>TC= Technical Communication (Hardcopy textbook); ONR= (Online Readings and PDFs)</th>
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<table>
<thead>
<tr>
<th>Four Week Course</th>
<th>Discussion Class Topics</th>
<th>Reading Material Detailed Lecture Information in Each Week</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Class Introductions</td>
<td>TC Read Chapters: 1-10;</td>
<td>M: no class</td>
</tr>
<tr>
<td>(June 10-16)</td>
<td>Review Blackboard Ultra Layout</td>
<td>*Chapter 6 (Researching your Subject)</td>
<td>T: First day of course; Introductions, coursework permissions; buy books, read</td>
</tr>
<tr>
<td></td>
<td>Select a technical communication /writing issue/topic for course.</td>
<td>Writing Memos pp. 376-386</td>
<td><strong>Quiz #1</strong></td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td>Understanding the Technical Communication Environment; Planning the Document; Developing and Testing the Verbal and Visual Information; Skimming your Sources; Taking Notes; Documenting your Sources</td>
<td>Guidelines: *Chapter 16 (Writing Proposals)</td>
<td><strong>W:</strong> Discussion #1</td>
</tr>
<tr>
<td></td>
<td>Appendix A&amp;B</td>
<td>Guidelines pp. 431-446</td>
<td><strong>R:</strong> Quiz #2</td>
</tr>
<tr>
<td></td>
<td>Guidelines: pp. 612-638</td>
<td>Go to Blackboard to answer prompts for discussions and reflection journals, quizzes</td>
<td><strong>F:</strong> Reflection Journal#1</td>
</tr>
<tr>
<td></td>
<td>ONR= (Online Readings and PDFs)—check Blackboard folder</td>
<td><strong>S:</strong> Complete discussion reply to at least two classmates.</td>
<td><strong>S:</strong> Catch up time</td>
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<td><strong>Assignment #1:</strong> This is one document. Topic Proposal with Audience Analysis Memo with four research questions and Ten Critical Annotated Bibliography (CAB) entries, include a sentence outline</td>
<td><strong>F:</strong> Reflection Journal#1</td>
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<tr>
<td><strong>Week Two</strong></td>
<td>Evaluating technical and academic documents</td>
<td>TC Read Chapters: 11-21;</td>
<td>M: Catch up time</td>
</tr>
<tr>
<td><em>(June 17-23)</em></td>
<td>Developing and Testing the Verbal and Visual Information; Learning Important Applications; Editing and Proofreading your Documents; Guidelines for Multilingual Writers</td>
<td>*Chapter 13 (Evaluating and Testing Technical Documents)</td>
<td>T: Quiz #3</td>
</tr>
<tr>
<td></td>
<td>Peer-Review Sessions</td>
<td>*Chapter 20 (Writing Definitions, Descriptions, and Instructions)</td>
<td>W: Discussion #2</td>
</tr>
<tr>
<td></td>
<td>appendix C &amp; D</td>
<td>Guidelines: pp. 545-577</td>
<td>R: Quiz #4</td>
</tr>
<tr>
<td></td>
<td>Go to Blackboard to answer prompts for discussions and reflection journals, quizzes</td>
<td>Appendix C &amp; D</td>
<td><strong>Peer-Review #1</strong>: For Assignment #2 Article Analysis</td>
</tr>
<tr>
<td></td>
<td>Peer-Review Sessions</td>
<td>Go to Blackboard to answer prompts for discussions and reflection journals, quizzes</td>
<td>F: Reflection Journal#2</td>
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<td><strong>Assignment #2</strong>: Article Analysis: from suggested technical writing/technical communication (Evaluating a technical document)</td>
<td><strong>Assignment #3</strong>: Infographic: (A visual description on a procedure) with reflection essay</td>
<td>S: Complete discussion reply to at least two classmates.</td>
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<tr>
<td><strong>Week Three</strong></td>
<td>Review Specific Chapters for formal analytical report</td>
<td>TC*Review Chapters 17.-**18-19</td>
<td>M: Catch up time</td>
</tr>
<tr>
<td><em>(June 24-30)</em></td>
<td>Think about audience and impact and persuasion</td>
<td>Guidelines: pp.480-515</td>
<td>T: <strong>Quiz #5</strong></td>
</tr>
<tr>
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<td>How to incorporate research into a report</td>
<td>Go to Blackboard to answer prompts for discussions and reflection journals, quizzes</td>
<td>W: Discussion #3</td>
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<td>How to incorporate visuals into a report</td>
<td>Peer-Review Sessions</td>
<td>R: <strong>Quiz #6</strong></td>
</tr>
<tr>
<td></td>
<td>How to organize a report for user useability</td>
<td><strong>ONR= (Online Readings and PDFs)—check Blackboard folder</strong></td>
<td><strong>Peer-Review #2:</strong> For Assignment #4 Formal Analytical Report</td>
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<td></td>
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<td>F: Reflection Journal#3</td>
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</table>
| **Six Week Course** (July 1 - 8) | Review Specific Chapters for Website  
Think about audience and impact and persuasion using multimedia/multimodal environment  
How to incorporate research and images in a visual project  
How to personalize the visual project  
How to organize website for user useability | TC *Review Chapters 11-12; and 20  
Guidelines: pp.283-290  
Go to Blackboard to answer prompts for discussions and reflection journals, quizzes  
ONR= (Online Readings and PDFs)—check Blackboard folder | M: Post to Assignment #5B: Debriefing: Executive Summary of Professional Issue  
Reply throughout the week parts of Q & A Session  
T: Quiz #7  
W: Discussion #4  
R: Quiz #8  
F: Reflection Journal #4  
S: Catch up time  
S: Complete discussion reply to at least two classmates.  
**Assignment #5A:** Research Technical Communication Website. Make sure to read what needs to be included in the website  
**Assignment #5B:** Debriefing: Executive Summary of Professional Issue Q & A Session |
| **Last day of class** July 8 | Presentation of Findings for report and discussion of website | TC Review Chapters 13 and 21  
Guidelines: pp.585-610—use this section as a way to help you what to include in the briefing—this is a text-based presentation, instead of speaker, substitute writer  
Blackboard Final discussions | M: Complete all work  
T: Check scores  
W: Check scores  
R: Check scores |
| Finals July 9 | | | |

**Finals** July 9

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<tr>
<th>Last day of class</th>
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