

RWS 3359: Technical Writing
CRN 14457*¹

Course Meetings: Tuesday and Thursday 1:30 pm - 2:50 pm, UGLC 232

Instructor Information

Instructor: Dr. Soyeon Lee

E-Mail: slee15@utep.edu (expect a response within 24-48 hours M-F)

Office Hours: Mondays 4:30 - 6:00 and Thursdays 12:00 - 1:30 p.m. Hudspeth Hall 309

Schedule an appointment: <https://calendly.com/slee15>

Zoom link: <https://utep-edu.zoom.us/j/8309009811>

COVID-19 Precautions

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Description & Learning Objectives

This course introduces you to the principles and methods of technical writing based on problem-based learning and provides you with the skills to improve your ability to communicate through a variety of technical documents and media. Technical writing is constantly evolving across different contexts and media and is found within not only specific fields that deal with technical information but also fields ranging from technology to science and business to government.

You will examine and analyze diverse genres in writing and rhetorical principles and produce a wide range of technical documents in professional settings, which keep pace with rapidly changing rhetorical situations in and out of the academy. In this course, you will be guided to situate the course assignments to your own life experiences, professional careers, disciplines, real-world community settings, and engage technical writing with social, cultural, and political factors. Successful completion of this course will improve your ability to:

¹ This course is pending to obtain the Community Engagement and Leadership (CEL) designation. The designation is subject to the approval of the College of Liberal Arts. The CEL partnership is with the Osher Lifelong Learning Institute at UTEP, and the CEL community-based client project is tentatively titled "OLLI Meets Technology and the Intergenerational UX Project."

1. Analyze the rhetorical situation and define the users and/or audience
2. Compose content appropriate for the users, genre, and media
3. Adopt technological and visual rhetorical skills (e.g., document design, graphic computer documentation, and electronic editing) in the composing process
4. Revise and edit written work for accuracy and coherence through collaboration writing, peer review workshops, and interactions with written and oral instructor/community client feedback.
5. Adopt community-based research skills and knowledge and collaboration skills (*CEL)
6. Promote social responsibility in technical writing by integrating human-centered or user centered design and proposing actionable writing solutions (*CEL)

*The CEL designation of this course (pending approval) indicates “Community Engagement & Leadership” and is a certificate program in the College of Liberal Arts that aims to build transforming learning through partnerships and activities with/for/about community groups. Your community engagement will be generally community-based technical writing practices through teamwork, implemented in one of the major writing assignments, presentations, brief writing activities such as progress reports, memos, reflections, and self/peer evaluations, and those components will ultimately serve as the minimum 20 hours for the CEL components. All communication with your community organization client will be arranged by the instructor and the CEL-relevant activities with community partners and team members will be in person or online through UTEP Zoom.

Course Goals

In this course, you will explore technical communication with human-centered design and aim to achieve several conceptual skills to implement human-centered design principles in technical communication. Those conceptual skills include rhetorical proficiency, abstraction, social proficiency, experimentation, and critical system thinking (Henschel & Meloncon, 2014).

Out of these five conceptual skills, this survey course will focus on three main skills:

- Rhetorical proficiency
- Social proficiency
- Critical system thinking

Rhetorical proficiency enables you to write documentations with rhetorically sensitive audience awareness. Social proficiency will direct you to learn how to collaborate in writing across different stakeholders including community partners and users in diverse communicative settings. Lastly, critical system thinking will aim at understanding the connections between seemingly different parts and processes and cultivate ethical responsibility to integrate reflections on ideological and power relations in structures, designing actionable solutions, and delivering communication outcomes in an effective way.

These three goals will be based on ethical and reciprocal partnerships between the course and the community partners. The purpose of the partnership with community organizations and

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community-oriented research projects is to enhance teaching and learning experiences by integrating real-world communicative situations and to have students obtain leadership and social skills by cultivating collaboration skills in team projects and networking with others in the community partner.

Required Materials

This RWS 3359 course will use an open education resources textbook, *Open Technical Communication*, by Jonathan Arnett et al. This textbook is accessible online at <https://alg.manifoldapp.org/projects/open-tc>



This RWS 3359 course will use Blackboard as the primary class management interface. If you need help working with Blackboard, please contact UTEP Technology Support at https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Throughout the course, you will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

You can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students.

Academic Resources

[UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

[University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and

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formatting, ask a tutor for help and explore other writing resources.

Course Communication

UTEP e-mail is the best way to contact me. I will respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.

I will have office hours for your questions and comments about the course. My office hours will be held on my office on Mondays 4:30 - 6:00 and Thursdays 12:00 - 1:30 p.m. Hudspeth Hall 309 or through Zoom. If you'd like to meet me virtually, please use the link to my calendar at <https://calendly.com/slee15> and sign up for a time slot. In case you meet me virtually for office hours, you will need to have access to a computer/laptop, a video webcam, and a microphone. Please email me if you'd like to make an appointment for some other times.

Assignment Descriptions

Writing for a Professional Community: Employment Project: You will write multiple versions of resumes and cover letters for different audiences and purposes and experiment with applying for jobs.

Technical Documentation and Usability Testing: You will write instructions and test out your product based on usability testing materials.

Community-based User Experience (UX) Research Report (*CEL): You will produce a UX research report to your client, a particular community organization, how they can promote technical writing and communication with their target audience. Based on a rhetorical understanding of the organization's communication goals and users, you will contribute to enhancing the user experience with their applications/websites or other interfaces.

Community-based User Experience Research Presentation (*CEL): You are to present your research report through a 6-8 minute oral presentation with a slide deck.

Assignment	Description	Group or Individual	Points (% of Grade)
Introduction & Module 1	Rhetorical Analysis of Job Ads Cover Letter and Resume Rough Draft and Professional Website	Individual	20 pts
Writing for a Professional Community: Employment Project	Peer Review Final Draft Reflection Discussion Question (DQ) Responses		

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Module 2 Technical Documentation and Usability Testing	Target Audience Analysis Memo Rough Technical Documentation Draft Usability Testing Final Draft: Technical Documentation Self/Peer Evaluation Discussion Question (DQ) Responses	Group	30 pts
Module 3 Community-based User Experience Research Report (*CEL)	Progress Memo & Audience Analysis Usability Testing Plan Usability Testing Finding Memo Final Draft: UX Research Report and Human-Centered Design Prototype Self/Peer Evaluation Discussion Question (DQ) Responses	Group	35 pts
Community-based User Experience Research Presentation (*CEL)	UX Research Report for Client Visual Aid/Slide deck	Group	5 pts
Professionalism	Attendance, Ethics, and Class Discussion Participation	Individual	10 pts
			100 pts (=100%)

100-90=A 89-80=B 79 -70=C 69 - 60=D 59 and below=F

For your assignment submission, you must adhere to the following submission guidelines to receive a proper grade for your assignments each week.

- Assignments are due either on Monday by 11:59 pm or Wednesday by 11:59 pm. They are to be submitted by no later than 11:59 PM.
- You must use either Microsoft Word file formats for all of your assignments.
- The naming convention of your assignment files should be as follows: [Last Name]_Course Project Assignment Title.docx
- Assignments for this course are assessed according to rubrics. You can find these rubrics from the appropriate assignment guidelines on Blackboard.

Languages

In your work for this course, you have the right to use any languages at your decision based on your target audience and rhetorical decision in multilingual and global communication environments. Also, you are welcome to use sources in languages other than English. The only requirement is that you should consider offering a translation for your audiences. To provide a translation or not is your rhetorical and stylistic decision based on your audience analysis, and I respect your decision. You will need to reflect on the languages you use in your work and provide either a translation or a rationale in case you omit a translation in English.

Assessment Procedures

For assignments, I will use the following grading procedures:

- You will receive point-based grades. You can earn a total of 100 points in this course.
- Each module has several Discussion Question (DQ) posts, and you are required to respond to those discussion questions. Often, they are reading responses or brief writings. Each discussion post is graded as a total of 1 point. It will be graded as 1 (excellent), 0.9 (above average), 0.8 (sufficient), 0.7 (insufficient), or 0 (not completed, absent, or late).
- Professionalism points (total 10 points) will be graded as attendance (5 points), ethics (2 points), and class discussion participation in person and online (3 points). If you do not meet the requirement of ethics and class discussion participation, you will not receive points. For attendance, please see the course policies.
- Each group work will end with your self/peer evaluation. Your evaluation will be used in distributing group points to individual members. Although your group gets the grades for a group project, your individual grades will reflect the result of other members' peer evaluation results.
- If you do not complete one of the three major assignments/modules, you will not get a passing grade from this course.

Course Policies

Please refer to the following policies for this course.

Late assignments: I do not accept any late submissions for brief assignments, discussion questions, and rough drafts, so if you miss your due date and time, you cannot earn the points. To make success in this, it is important to set up your study habit following the regular assignment deadlines: Monday and Wednesday 11:59 pm.

For final major projects, you will refer to the late assignment policy below:

- 1 day late = one-point deduction
- 2 days late = two-point deduction
- 3+ days late = final paper grade is a ZERO

Make-up work for time missed from the course activities will be allowed if you have a university excused absence and follow university guidelines. If you miss a deadline for major assignments due to an emergency or illness, or if you have a university-approved excuse ahead of time, you must notify me as soon as possible. If you have an emergency, you need to contact me and make any necessary arrangements immediately (within 24 hours). If you miss a major project deadline beyond three days and do not have a university-acceptable excuse or do not make arrangement within 24 hours, you will receive a "0" on the assignment. Keep in mind that a make-up assignment may be of a different format than the original assignment.

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Attendance: It is your responsibility to manage your time in the classroom and to participate appropriately in order to be successful in this course. Two late arrivals will count as one absence. Two absences will not affect your attendance points. Three absences will result in one-point deduction. Four absences will result in two-point deduction. Five absences and beyond will result in zero point in your attendance grades.

If you feel sick, please prioritize your health and let me know as soon as possible. Please provide any written evidence (such as a screenshot, an email, a letter, and a doctor's notice). Given this pandemic situation, which is evolving, I will be ready to discuss alternative plans when you feel unwell due to COVID-19 or other life circumstances, relevant to COVID-19.

According to UTEP Curriculum and Classroom Policies, "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 may 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." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. Or I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Course Schedule

A current version of the syllabus and course schedule will always be available on Blackboard. Any modifications to the syllabus or to the course schedule, which is subject to change, will be announced in writing and in class meetings. Please refer to a separate copy of the Course Schedule document posted on Blackboard.

Teamwork Policies

1. Students who are absent on team-organizing day or do not respond to team-forming post will be assigned to a team at my discretion. Attendance during the team project and equal contributions will be important for your team's success.
2. Teams will be composed of 3-4 members.
3. Your team will submit meeting logs for each team project. Your contributions to the team will be documented by your team members in the formats of meeting logs.
4. Additionally, your overall team contribution will be reported by other team members via team assessment forms. Every team member must take responsibility for contributing equally to the team's work. If your team member has difficulties in contributing to the team or do not execute substantive portions of each assignment, consult me via email as soon as possible.

General Course and University Policies

Please refer to the following university policies.

Attendance, Participation, & Professionalism

I expect you to come ready to ask questions and discuss ideas. Our class sessions rely on your participation and engagement including arriving on time and staying for the full class, coming prepared (complete reading and assignments before class; bring reading materials and your notes for discussion), and participate actively in discussion and class activities.

If you need to miss class, let me know via email or in person ahead of time via email. In case you miss class, I ask you to be still responsible for the work or presentation materials due that day. University policy allows two kinds of absences: university-recognized activities and observances of Religious Holy Day. Please refer to [UTEP's Attendance & Grading](#) policies.

Respect the views of others. Maintain and promote a civil environment for learning. If your behavior seems distracting/harmful toward others, I will ask you to leave. Submit your work on time (as indicated on the course schedule). Late work will affect your grade. I reserve the right to not provide a grade to late work for brief writings and to provide a lowered grade to major assignments submitted beyond 3 days after the deadline. Communicate your progress with me. If you have questions regarding any lesson, let me know. If you are unable to meet due dates, work with me to set up plans.

[Students who have difficulties in joining the CEL community engagement project will have an alternative engagement plan. Those who are inevitably unable to be involved in group projects and/or community-based writing projects due to extenuating circumstances will consult me as early as possible.](#)

Academic Integrity Statement & Professionalism

As a scholar and member of intellectual communities, you will abide by the standards of academic honesty and responsibility. According to the Office of Student Conduct and Conflict Resolution at UTEP, academic integrity is a “commitment to fundamental values: honesty, trust, fairness, respect, and responsibility.” To achieve the learning goal by exchanging ideas and making scholarly conversations, all UTEP members have the responsibility to respect these values and execute ethical behaviors and independent thought that are essential.

Any violations of academic integrity and honesty will be reported in a written form and referred to the [Office of Student Conduct and Conflict Resolution](#). All work submitted must be original. Students who plagiarize or self-plagiarize (i.e., students who submit works that were submitted to other courses) or who fabricate (create false information on a reference page) or who collude (lend work to another person to submit as their own) will receive a zero grade for the assignment and for the professionalism grade, and if academic integrity is further breached in other assignments, students automatically get an F grade and may not be able to continue the coursework and/or UTEP coursework. Please refer to the UTEP [Academic Integrity](#) webpages and [Handbook of Operating Procedures](#)

Resources for Discrimination, Harassment, and Sexual Violence

UTEP is committed to providing an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. If I become aware that an incident of sexual misconduct has occurred, as an instructor I am required by law to report it to UTEP Title IX Coordinators. Faculty and staff at UTEP are committed to connecting you to resources on campus. Some of these available sources are the following:

- Counseling and Psychological Services: <https://www.utep.edu/student-affairs/counsel/>
- On Call Crisis services: Please refer to our [Crisis & Emergency](#) page to learn what is considered a mental health crisis.
- Our Miners Talk: Crisis Line will also remain in operation for after-hours services. After hours, please call 915.747.5302.

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact the Center for Accommodations and Support Services (CASS) at <http://sa.utep.edu/cass/> or call the CASS at 915-747-5148 or email them at cass@utep.edu

To assess the effectiveness of curricula materials and instructional techniques, you will be asked to be informed that regular class activities such as course evaluations (CE) and end of semester reflections survey (ESRS) would be collected for the UTEP IRB approved study [Study No. 1851772-1] "Engaging User Experience (UX) Research in Technical Writing Courses." The CE and ESRS survey materials entail the possibility of an additional educational research study included in the survey components to improve instructional techniques. Please ask any questions about this additional educational research procedure will be answered, prior to the study.