

ENGLISH 314.019/314.025 Technical Writing – Fall 2009

Instructor: Dev Bose

Office: 402 Daniel

Office hours: Tues/Thurs 11:00am-12:30pm & by appointment

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Class times:

Section 025 Class time: Tues/Thurs 12:30pm-1:45pm

Class location: 308 Daniel

Section 019 Class time: Tues/Thurs 2:00pm-3:15pm

Class location: 220 Brackett

Course Objectives: The main purpose of this course is to prepare you for the demands of writing within the workplace. As such, you will write a variety of documents for a variety of audiences in order to practice writing for workplace situations. In order to help you develop into effective writers, we will discover both the functions of workplace writing and strategies to accomplishing those tasks. With that in mind, planning, revision, and collaboration will be the heart of this course.

Textbook: Gerson, Sharon J., and Steven M. Gerson. *Workplace Writing: Planning, Packaging, and Perfecting Communication*. Upper Saddle River, New Jersey: Pearson, 2010.

You will be required to purchase the textbook bundled with the access card, which will give you access to MyTechCommLab and other course websites. The complete package, including access card, should be available in the bookstore.

Additional Readings: There will be several additional pdf files as part of the reading for this course and they will be available through BlackBoard when appropriate. **Frequently check Blackboard for announcements, assignment handouts, and additional readings. A large amount of communication between the yourself, the instructor, and other classmates will be handled through Blackboard.**

Course Goals: At the conclusion of the course, students will be able to

- *Understand the importance of effective writing in the workplace.
- *Apply problem-solving principles to communication.
- *Analyze the audience, purpose, and context of complex writing situations.
- *Use appropriate writing and design strategies to adapt to complex writing situations.
- *Write common business writing genres such as memoranda, letters, reports, and proposals.
- *Contribute to a collaborative writing team.
- *Choose and use appropriate technologies to facilitate writing goals.

General Education Competencies for Your University E-Portfolio: If you do a good job on your assignments in this course, they will fulfill all four of the General Education competencies listed under Communication Skills:

- C1: Demonstrate effective communication skills appropriate for topic, audience, and occasion
- C2: Write coherent, well-supported, and carefully edited essays and reports suitable for a range of different audiences and purposes.
- C3: Employ the full range of the writing process, from rough draft to edited product.
- C4: Incorporate both print and electronic resources into speeches, presentations, and written documents.

Save your best work, include it in your E-Portfolio, and be sure to tag it as fulfilling the communication competencies.

Course Policies:

Attendance: You are allowed 2 Absences (excused, unexcused, or otherwise). Any absences beyond this limit **will** result in a 2 letter grade reduction. Also, please note that excessive tardiness will result in one unexcused absence: every 2 days more than 5 minutes late equals one absence.

Late Policy: In cases where I may be delayed or absent, please wait 15 minutes or until department notification of class cancellation (whichever is shorter) before leaving. An email will be sent following my absence to cover your responsibilities for our next class.

Grades: Students must have submitted a rough draft during office hours at least a week early in order to re-submit a paper for additional review or to discuss a grade with the instructor. Re-negotiation of grades is not an option. The “24/7” rule is in effect. The instructor will discuss grades 24 hours after and *within one week* of handing back the assignment. Appeals will be considered *in writing only*.

Electronic Grade Inquiry: All communication regarding grades will be conducted face-to-face during office hours or through postal mailing; grades will *not* be provided over e-mail.

Make-up Policy: No make-up work is accepted without proper documentation.

Late Work: No late work is accepted.

Time Outside of Class: Aside from reaching me in my office during the hours stated above, I can most aptly be reached via email. I check my email multiple times a day and am usually fairly efficient in my response time. In the case of discussing drafts of work, I prefer that it be done in person so that we can go over things together. The same rule applies to group projects: groups should come together to discuss drafts. When seeking help outside of class, please be prepared to direct my attention to a specific issue, rather than just seeking my opinion on a draft or idea.

Workshops: On Workshop days, be sure to bring at least one copy of your draft for every member of your group. The workshops are designed for you to receive feedback from the class in order to help you improve as a writer. Remember, during workshops you need to treat others’ papers as you would want your own to be treated. Specific workshop guidelines will be handed out prior to our first workshop.

To receive credit on group assignments, each student must bring in their portion of the assignment on workshop days. Every student in the group is required to turn in equal and substantial amounts of work in group assignments.

Final Drafts: When papers are due, you need to turn in a final draft of the work and all workshop copies. **All final drafts need to be stapled and include your name.** Furthermore, all workshop copies must be signed by the peer-reviewer who commented on that particular copy.

Academic Integrity: Clemson University’s official position on academic integrity is as follows:

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to

this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

I will also add that any attempts to pass off work that is not of your own original creation (e.g., downloading papers from the internet, attempts at plagiarism, etc.) will result in failure of the assignment in question and will be followed by a referral to the Department Chair to see if dismissal from the class and/or the University is warranted.

Grading: Your work in this course will be graded according to the standards set forth in the various assignment sheets and in-class explanations. I will assess your work as the manager in the workplace. In general, letter grades have the following meanings:

- A** Excellent. I (the manager) am very impressed and will remember the work when a promotion is discussed.
- B** Good. I (the manager) am satisfied with the job but not impressed.
- C** Average. I (the manager) will ask the employee to revise sections before allowing those outside the department to see it.
- D** Weak. I (the manager) am troubled by the poor quality of the work.
- F** Failing. I (the manager) will start looking for someone to replace the employee.

To further explain the grading rationale behind all work assigned in this course: The difference between a C and a B is creating a report (that which is purely informational) and an argument (that which places new ideas within context). Of course, the usual requirements for persuasiveness and coherence still obtain. For example, a poorly structured attempt to report, review, or summarize is unlikely to get as high as a "C." By the same token, an "A" document not only shows how the document participates in a pre-existing argument: it must do so with confident self-awareness as an expository text.

Clemson University's grading system is described in the 2008-2009 Undergraduate Announcements p. 24-25. Grades of A, B, C, D, F, I and W may be given in accordance with academic regulations. For more information on this grading system, please see the Registrar's web site at <www.registrar.clemson.edu>.

Requirements and Assignments:

Graded Material	Percentage of Course Grade
Instruction Paper	10%
Memo/narrative	5%
Discussion/Reading Responses (10)	10%
Job Application Package	10%
Project Research Report	10%
Project Proposal*	15%
Brochure (individual)	5%
Brochure Design/Construction Rationale (individual)	5%

Project Deliverables*	20%
Project Presentation*	5%
Class Participation	5%
Totals	100%

*Assignments indicated by asterisk are collaborative and will receive a group grade.

- 1. Instruction Paper (10%):** For this assignment you will write a set of instructions for a particular tasks for which you have (or will gain) expert knowledge. Assignment handout will be provided.
- 2. Memo (5%):** For this assignment you will write a memo to your group members illuminating some aspect/strength you bring to the group. It should be concise and informative, but should also include an anecdote or brief narrative that showcases the strength you bring. Assignment handout will be provided.
- 3. Discussion/Reading Responses (10) (10%):** For this assignment you will have to complete a combination of ten reading responses and discussion reflections. Some will occur in class time, but most will be done outside of class. Specific instructions for each response will be provided.
- 4. Job Application Package (10%):** For this assignment you will have to complete a résumé & cover letter for a particular position you wish to apply for, as well as an annotated research report of a job, internship, and graduate school program. Assignment handout will be provided.
- 5. Project (Research) Report (10%):** For this assignment you will write an annotated bibliography that significantly details the group project to the intended audience. It will combine and condense a significant amount of research and make it accessible, through writing, to a specific target audience. Assignment handout will be provided.
- 6. Project Proposal (15%):** For this assignment your group will write a proposal that details and provides support for your groups' project plan, your approach to accomplishing the "client's" goals, and all relevant information to the why, how, and what of that project. **Every student will fill out an anonymous midterm progress report assessing the quality of each group member, including yourself; failure to demonstrate sufficient group participation will result in an "F" for the course.** Assignment handout will be provided.
- 7. Brochure (5%):** For this assignment you will have to create a brochure that exemplifies your group project. This is not a group assignment, but should be focused on the group's work. Assignment handout will be provided.
- 8. Brochure Rationale (5%):** For this assignment you will have to write a 250-500 word rationale explaining your brochure design strategy, how it meets the group (and/or "client") need, and other important reflections that belong in a rationale. Assignment handout will be provided.
- 9. Project Deliverables (20%):** Each group will have a set of deliverables or "documents" that satisfies the "client's" needs. The number and types of these deliverables will vary slightly between groups, but in keeping with the "client's" needs they should include at least one multimedia digital document (website), one multimodal "print" document (brochure), one detailed report (explaining the "client's" project), one marketing flyer/poster, and a one-page marketing plan (most, if not all, of this information should be designed to also be accessible online). Assignment handout will be provided.

10. Project Presentation (5%): Each group will make a formal presentation to the “client” detailing their plan and project deliverables as well as being prepared to respond to questions from the “client” and general audience. Assignment handout will be provided.

11. Participation (5%): Participation will be determined on several factors which include (but is not limited to) your active participation in classroom discussion and activities (including reading quizzes and Q&A during lectures/presentations), your involvement/investment with your group work, and/or your general preparedness for any given class.

Tentative Daily Calendar

	<u>Date</u>	<u>Topic</u>	<u>Reading</u>
August	Th, 8/20	Syllabus and Course Overview.	
	T, 8/25	<u>Group Communication:</u> Discuss Reading. Group communication skills. Assign Memo. Course Agreement Due	Read Group dynamics pdf's, Memo pdf in Blackboard
	Th, 8/27	Assign Groups & Discuss Course Project. Assign Response #1.	Read pdf's in Blackboard
September	T, 9/1	<u>Tech. Comm. Standards:</u> Discuss Reading. Assign Instruction Paper -- discuss writing approaches. Memo Due	Read <i>Workplace Writing</i> (WW) 98-113 Instructions pdf
	Th, 9/3	<u>Writing Persuasively:</u> Discuss Reading. Continue writing approaches. Assign groups for final projects. Response #1 Due	Read WW 368-95
	T, 9/8	<u>Perspectives on Design:</u> Discuss Reading. Instruction writing & Workshops. Workshop Instruction Paper	Read WW 429-42
	Th, 9/10	Discuss Reading & continue writing approaches. Response #2 (in class -- bring laptop).	Read WW 422-29; 443-47
	T, 9/15	<u>Employment Searches:</u> Discuss Reading. Assign Job Application Package -- discuss writing approaches. Assign Response #3.	Read Job Application pdf

	Th, 9/17	Discuss Reading & continue approaches to employment searches.	Read WW 304-38
	T, 9/22	<u>Document Design/Organization:</u> Discuss Reading. Assign Response #4. Response #3 due	Read WW 114-41
	Th, 9/24	Assign Proposal -- discuss writing approaches. Instructions Due	Read Proposal pdf, WW 544-569
	T, 9/29	<u>Concise Language:</u> Discuss Reading. Resume & Cover Letter (digital and print). Assign Response #5. Response #4 due Workshop Job Application Package	Read DD 142-171
October	Th, 10/1	Discuss Reading. Proposal Writing & Revising. Response #5 due	Read pdf's in Blackboard
	T, 10/6	<u>Graphics:</u> Discuss Reading. Workshop Group Project Proposal (draft 1)	Read WW 212-37
	Th, 10/8	Assign Brochure & Project Report. Job Application Package Due	Read Brochure pdf, Project Report pdf
	T, 10/13	No Class: Fall break	
	Th, 10/15	<u>Research and Documentation:</u> Discuss Reading. Response #6 (in class -- bring laptop).	Read and bring hard copy of article for project report; also WW 448-68
	T, 10/20	Discuss Reading. Assign Response #7. Workshop Group Project Proposal (draft 2)	Read pdf's in Blackboard
	Th, 10/22	<u>Websites:</u> Discuss Reading. Discuss Deliverables. Response #7 due Midterm Progress Report Due	Read WW 396-420

	T, 10/27	Group conferences -- bring questions. See schedule in Blackboard for time & location. Workshop Group Project Proposal: bring draft #2 and <u>revised</u> draft #3 (one each per group)	
	Th, 10/29	<u>Praxis -- Theory in Action:</u> Discuss Reading. Assign Presentation. Workshop Project Report	Read Presentation pdf
November	T, 11/3	Presentation techniques, continued. Discuss speaking and writing approaches. Workshop Brochure	Read WW 172-211
	Th, 11/5	<u>Modes of Correspondence:</u> Discuss Reading. Response #8 (in class -- bring laptop). Group Proposal Due	Read WW 238-48; 273-303
	T, 11/10	Discuss Reading. Assign Response #9. Project Report Due	Read WW 470-507
	Th, 11/12	Discuss Reading. Assign Response #10. Response #9, Brochure & Brochure Rationale Due	Read pdf's in Blackboard
	T, 11/17	<u>Design at Work:</u> Discuss Reading. Interviews. Response #10 due	Read pdf's in Blackboard
	Th, 11/19	<u>Conclusions:</u> Group conferences -- bring questions. See schedule in Blackboard for time & location.	
	T, 11/24	No Class: Group work day	
	Th, 11/26	No Class: Thanksgiving holiday	
December	T, 12/1	Project Presentations & Deliverables Due	
	Th, 12/3	Project Presentations & Deliverables Due	

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Please sign and return this portion to the instructor on August 25th, 2009.

By signing below, I attest that I have read over the course syllabus on my own and fully understand the policies that govern this course. Also, I attest that I am fully aware of the requirements (and work load) of this course as it is currently stated and am willing to accept those responsibilities by being a student in this course (meaning that I am aware that failing to do any course work will have serious negative influences on my overall course grade). Additionally, I attest that I am specifically aware of the course attendance policy and late work policy.

Print name: _____

Student ID: _____

Signature: _____

Date: _____