

<p><b>Linn-Benton Community College</b> 6500 Pacific Blvd. SW Albany, Oregon 97321</p> <hr/> <p><b>Fall Term 2019</b> 3 Credits</p> <p><b>CRN</b> 26058</p> <hr/> <p><b>Location</b> NSH-108</p> <hr/> <p><b>Instructor</b> Joyce Bower</p> <p><b>Office Hours</b> W 5:00-6:00 p.m.</p> <p><b>Office Location</b> SSH-210</p> <hr/> <p><b>Email Address</b> <a href="mailto:bowerj@linnbenton.edu">bowerj@linnbenton.edu</a> (Email is the best way to contact me.)</p> <hr/>	<h2><b>Writing 227: Technical Writing</b></h2> <hr/> <h3><b>COURSE DESCRIPTION</b></h3> <p>From the course catalog: This course introduces students to the types of writing they will encounter in business, industry, the academic world and government. The course examines the rhetorical nature of writing and asks students to think critically about content, audience, argument and structure. Students will learn how to effectively design documents, present instructions, create proposals and produce technical reports.</p> <p><b>Prerequisite:</b> WR121</p> <h3><b>REQUIRED SKILLS</b></h3> <p>Before taking this class, you should know:</p> <ul style="list-style-type: none"><li>• Basic computer skills</li><li>• Basic word processing skills</li><li>• Basic internet skills</li></ul> <h3><b>COURSE OBJECTIVES</b></h3> <p>From the course catalog: Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"><li>• Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level evidence-based technical writing assignments.</li><li>• Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with an emphasis on technical, evidence-based analysis, reporting, application, and evaluation.</li><li>• Implement appropriate rhetorical elements and organization (executive summary, introduction, thesis, development and research-based support, visual evidence, conclusion, etc.) in their written assignments, with an emphasis on technical evidence-based analysis, reporting, and evaluation assignments.</li><li>• Locate, evaluate, and integrate high-quality information and opinion appropriate for technical evidence-based assignments.</li><li>• Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear, credible, and precise.</li></ul>
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	<p><b>COURSE OUTCOMES</b></p> <p>By the end of this course, successful students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate technical writing skills</li><li>• Design a technical research project</li><li>• Collect and evaluate technical information</li><li>• Draft and revise technical reports</li><li>• Integrate computers into your academic, professional, and personal lives</li><li>• Demonstrate control of mechanics and format in the final formal research paper</li></ul> <p>NOTE: This syllabus (both class information and the assignment schedules) may change at my discretion.</p>
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### Required Texts and Materials

- Markel, M. (2017). *Practical strategies for technical communication at Linn-Benton Community College* (2nd ed.). Boston, MA: Bedford/St. Martin's.
- Computer, or access to one, with the internet
- **Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.**

### ASSIGNMENT AND FINAL GRADING

<b>Grades</b> A = 90-100% B = 80-89% C = 70-79%	D = 60-69% F = 59% and below
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**EVALUATION**

The breakdown of your final grade is:

**Total = 1000 points**

<p><b>Documents 500</b> (These documents may be revised for a better grade.)</p> <ul style="list-style-type: none"><li>● <b>Passage Translation 250</b><ul style="list-style-type: none"><li>○ Individual Translation 40</li><li>○ Group-Assessment 10</li><li>○ Group Translation 100</li><li>○ Group Memo 100</li></ul></li><li>● <b>Technical Description 125</b><ul style="list-style-type: none"><li>○ Peer Review 15</li><li>○ Self-Assessment 10</li><li>○ Document 100</li></ul></li><li>● <b>Instructions 125</b><ul style="list-style-type: none"><li>○ Peer Review/User Test 15</li><li>○ Self-Assessment 10</li><li>○ Document 100</li></ul></li></ul> <p><b>Major/Field Project 210</b></p> <ul style="list-style-type: none"><li>● Survey and Interview Questions 10</li><li>● Presentation Handout 100</li><li>● Presentation (including visuals) 100</li></ul>	<p><b>Final 100</b></p> <p><b>In-Class Work</b> (Quizzes, Activities, Exercises, Participation) <b>190</b></p> <ul style="list-style-type: none"><li>● Introduction Email 20</li><li>● Professionalism Email 20</li><li>● Homepage Presentation 20</li><li>● Ethical/Legal Email 20</li><li>● Credibility Email 20</li><li>● Professional Development Email 20</li><li>● Other 80</li></ul>
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## GRADING POLICY

### **A 90-100%**

This document displays **excellent** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a demanding supervisor with high expectations, an important client, a prospective customer, or anyone else whose good opinion is vital to the writer's success or the success of their business/workplace.

### **B 80 - 89%**

This document displays **good** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friendly supervisor, a client the writer already knows well, or a coworker.

### **C 70-79%**

This document displays **adequate** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friend at work. The writer should revise this document before sending it to a supervisor, client, or someone who might want to find fault with them at work.

### **D 60-69%**

This document still requires some work. Errors in the content, organization, mechanics, or formatting mean that the message does not come through in an effective way. A coworker might have questions about what this document means. A client might worry that this writer is not detail oriented. A supervisor might question this writer's professionalism.

### **F 0 - 59%**

A lot of different things could be going on here. The writer may have misunderstood the assignment or only completed half of it. It is possible that the writer is having some significant problems with grammar mechanics. Now would be a good time for this writer to check in with the teacher and ask for extra help.

## **Incomplete Grades**

Incompletes will be given only in extreme circumstances. (Please see the student handbook for qualifications and descriptions for this and any other type of grade.) You must contact me before the end of the term if you need this option. If you need to withdraw from the class, you are responsible for doing so.

**ATTENDANCE**

- **Attendance is a must!** Attendance at all classes is important not only for the valuable information you will receive in classes, but also because classes will involve in-class work, discussions, and group work that are part of your grade.
- **Missing any class negatively affects your grade** because of the information you miss. Missing more than two weeks of classes may result in failing the class because of the amount of information and class activities and quizzes missed. (Keep in mind we only have 11 weeks of classes.) Those who miss more than two weeks of classes may want to withdraw from the class to avoid a failing grade.
- In-class work, freewriting, quizzes, and any other participation *cannot* be made up; therefore, your participation grade will decrease. In the case of **peer reviews**, points will be deducted from your grade for that paper, as you will be missing a major part of the writing process. *This also applies to coming unprepared on a peer review day.*

**What are peer reviews?**

On peer review days, you will bring a typed copy of your paper. **This draft should be what you would consider a final draft, ready to turn in to me.** You will exchange papers with each of the two other people in your group and provide feedback (both written and oral) to each of the two people in your group about their papers, and they each will provide you with feedback about your paper.

- Please keep in mind that not only are you missing valuable information, but also your ideas and input are very important to this class. Your groups and this class will be missing valuable input if you miss a class.
- If you are absent, please contact me. In addition, you are responsible for getting the information that you missed in class. **Please exchange information (email, phone number, etc.) with others in the class, so you have people to contact.**
- Please be punctual and stay for the entire class period. Late arrivals and leaving early disrupt the class and are inconsiderate. **If you arrive later than five minutes after class begins, you may be counted as absent for that day, thus missing out on the participation part of the class.**

**PARTICIPATION**

- Participation will be averaged into the final grade. Participation is considered
  - Active involvement in group work.
  - Readiness for class. (Read the material and write assignments *before* class.)
  - Completion of your journal, peer reviews, and in-class work.
  - Active discussion in class. (Your ideas are important, so speak up. I should hear your voice at least a few times during the term.)
  - Alertness, i.e. being totally present: body, mind, and spirit.
- Group work is vital to this class, and the only way the group is effective is if all members of the group participate. It is important that you be present on days of peer critiquing, not only for your benefit, but also because your group members are counting on your input. Each instance of being unprepared for group work will result in a deduction from your class participation and in-class work grade.
- Cell phones and other such devices are disruptive to the class. These gadgets, therefore, should be silenced and placed out of view before class. If you need to use your phone during class, please step out of the room. **If you have your phone out during class, you may be marked as being absent.**
- Since writing and reading go together, I expect critical discussion from you concerning the reading assignments.
- Announced and surprise quizzes will occur throughout the term.
- Expect to work around **SIX hours** per week outside of class.
- Respect not only me as your instructor but also your peers as equals. We are all unique individuals entitled to our own opinions and beliefs; however, any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. If you are disrespectful to your peers or me, you may be asked to leave the class for the remainder of that class period.

## ASSIGNMENTS

- Major assignments are due at the BEGINNING OF CLASS on the day they are due. Late assignments are an *inconvenience to both you and me*. If there is something that is making it difficult to finish an assignment on time, please contact me *in private*.
- Late Major Assignments: If an assignment is turned in late, that document will be deducted ten percent (one letter grade) for each day late and is *not eligible for revision*. (If you are absent, please submit your assignment electronically *before* the class begins to have it be considered on time.) Note: If you turn in your work after the beginning of the class period, that counts as the first day late.

### Revisions

If you are unhappy with your grade on a document that is marked as being able to be revised, you may revise for a better grade. Whatever you earn on your revision is your new grade for the document. For example, if you receive 75 percent on your first document and revise, you can potentially receive 100 percent on that document if your revision is a perfect document (and all other requirements have been met).

#### Revisions must include:

1. Revised document with revisions and editing
2. Graded document
3. Brief explanation of what you revised, why you revised those areas, and what you learned from revising the document

- Make sure you complete and print and/or upload your assignments in enough advanced time to avoid computer, printer, internet, and email problems. If you have trouble with turning your documents in through Moodle's Turnitin, email me the document *by the day and time it is due*.
- Your hard work is a reflection of yourself. Using someone else's work as your own or using information or ideas without proper citation is plagiarism. **Plagiarism and/or academic dishonesty can result in failing the assignment and/or the course.** All instances of plagiarism will be reported to LBCC and become a part of your permanent academic record. (Please look in your book or ask me for help in understanding what plagiarism is and how to avoid it.) Please note that bibliographies ("Works Cited" in MLA and "**References**" in APA) AND in-text citations are required whenever you use sources, including internet sources.

## **ASSIGNMENT FORMAT AND DESIGN**

### **Assignment Format**

- With the exception of freewriting, **all work is to be typed** and have 1-inch margins unless I otherwise indicate. Use spell check, your dictionary, and your handbook. Sloppy work, including excessive misspelling, will not be accepted.
- Try to print on *one side* of the paper only.
- If submitting anything by email, please attach the work in *GoogleDocs/GoogleDrive*, *Microsoft WORD* (.doc or .docx), or Rich Text Format (.rtf). Some assignments will be turned in through Moodle ([elearning.linnbenton.edu](http://elearning.linnbenton.edu)).

<b>WHAT I EXPECT FROM YOU</b>	<b>WHAT YOU CAN EXPECT FROM ME</b>
<ul style="list-style-type: none"> <li>• Attend class, and <b>be punctual</b>.</li> <li>• Be prepared for class (i.e., have the assignments completed and have your assignments, texts, and materials with you).</li> <li>• Be considerate toward me and your peers.</li> <li>• Care about the class and the work you turn in.</li> <li>• Use the resources available to you.</li> <li>• <b>Ask questions.</b> I believe this is the best way to learn. Please ask if you have a question, even if it seems off topic.</li> <li>• Be familiar with the syllabus. (Note: Please come see me as soon as possible if you have any problems or questions about anything in this syllabus.)</li> </ul>	<ul style="list-style-type: none"> <li>• Attend class, and be punctual.</li> <li>• Be prepared for class.</li> <li>• Be considerate to you and other students.</li> <li>• Care about the class and the work you turn in.</li> <li>• Be available to help you in any way I can.</li> <li>• Ask questions.</li> <li>• Give honest feedback.</li> <li>• Listen to your concerns.</li> <li>• Return assignments within a week, on average. (I may return them a little sooner or a little later, but I always try my best to get them back to you within a week.)</li> <li>• Answer emails within two business days.</li> </ul>

### **MISCELLANEOUS NOTES**

#### **• Permission to Use Student Work**

I will be using examples from student papers, which will be anonymous. Please contact me within the first week of class if you do not want your work to be used.

#### **• My Degrees**

I received my Bachelor of Arts degree in English with an emphasis in Writing from Franciscan University of Steubenville, Ohio, and my Master of Arts degree in English with an emphasis in Rhetoric and Professional Communication from New Mexico State University.

#### **• Note:** This syllabus may change at my discretion.

## RESOURCES TO HELP YOU SUCCEED

- The [Writing Center](#), located on the second floor of Willamette Hall, provides help with writing. You can also use the Writing Center online through the [Online Writing Lab \(OWL\)](#).
- The **library**, located on the first floor of Willamette Hall, will be helpful when doing research for your projects. Also take advantage of OSU library, or whatever college library is around your area, and the public libraries.
- **Advising Center** If you ever need to talk with someone about school or life situations, you can contact any of LBCC's counselors. Advising services is located in Takena, room 101, and can be reached by phone at 541-917-4780.
- **LBCC Center for Accessibility Resources Statement**  
You should meet with your instructor during the first week of class if
  - You have a documented disability and need accommodations.
  - Your instructor needs to know medical information about you.
  - You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call [\(541\) 917-4789](#).

- **LBCC Comprehensive Statement of Nondiscrimination**  
LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, [541-917-4425](#); Lynne Cox, T-107B, [541-917-4806](#), LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public report](#).
- **Basic Needs Statement**  
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu), or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

## Fall 2019 WR227 Assignment Schedule

This schedule is tentative, and I may make changes to it at my discretion. You are responsible for the assignments in this schedule. Look at it each day to see what is due for the following class and beyond. Unless otherwise stated, assignments for each week are due at the beginning of class on the day stated. All assignments completed outside class MUST be word processed (typed) to be accepted.

Week 1 Oct. 2	<p>In Class:</p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● On Moodle: "What Do U.S. College Graduates Lack? Professionalism"</li> <li>● Introduction Email</li> <li>● Professionalism Email</li> </ul>
Week 2 Oct. 9	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>● Chapter 1: "Introduction to Technical Communication"</li> <li>● Chapter 2: "Understanding Ethical and Legal Obligations"</li> <li>● APA Guidelines p. 454-466</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>● Homepage Presentation</li> <li>● Ethical and Legal Email</li> </ul>
Week 3 Oct. 16	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>● Chapter 4: "Analyzing Your Audience and Purpose"</li> <li>● Chapter 6: "Writing for Your Readers"</li> </ul>
Week 4 Oct. 23	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>● Chapter 7: "Designing Print and Online Documents"</li> </ul> <p>Writing Due:</p> <ul style="list-style-type: none"> <li>● Individual Passage Translation (Chapter 4--Exercise 1)</li> </ul>
Week 5 Oct. 30	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>● Chapter 14: "Writing Definitions, Descriptions, and Instructions"</li> </ul> <p>Writing Due:</p> <ul style="list-style-type: none"> <li>● <b>Final Draft: Group Passage Translation</b> (Chapter 4--Exercise 1) <b>AND Group Memo for Passage Translation</b></li> </ul>

Week 6 Nov. 6	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Chapter 5: "Researching Your Subject"</li> </ul> <p>Writing Due:</p> <ul style="list-style-type: none"> <li>• Peer Review: Technical Product Description (Bring a hard copy!)</li> </ul> <p>*Schedule an interview with an expert in your field or someone working in your chosen field.</p> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Credibility Email</li> </ul>
Week 7 Nov. 13	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Chapter 8: "Creating Graphics"</li> </ul> <p>Writing Due:</p> <ul style="list-style-type: none"> <li>• <b>Final Draft: Technical Product Description</b></li> <li>• Peer Review: Interview and Survey Questions</li> <li>• Revisions (optional): Passage Translation</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Professional Development Email</li> </ul>
Week 8 Nov. 20	<p>Writing Due:</p> <ul style="list-style-type: none"> <li>• Peer Review/User Test: Instructions (Bring a hard copy!)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Survey and Interview Questions</li> </ul>
Week 9 Nov. 27	<p>Writing Due:</p> <ul style="list-style-type: none"> <li>• <b>Final Draft: Instructions</b></li> <li>• Revisions (optional): Technical Product Description</li> </ul>
Week 10 Dec. 4	<p>Writing Due:</p> <ul style="list-style-type: none"> <li>• <b>Presentations (including a handout and visuals)</b> (Note: If you are not present for other students' presentations, your grade will be lowered.)</li> </ul>
Finals Week	
Week 11 Dec. 11	<p>In Class:</p> <ul style="list-style-type: none"> <li>• <b>Final</b></li> </ul>