

**WR227 Technical Writing**  
Linn-Benton Community College  
Fall Term 2020



CRN 21467

Text: *Practical Strategies for Technical Communication for Linn-Benton Community College, Third Edition*. A brief guide by Mike Markel and Stuart A. Selber. ISBN 978-1-319-31892-5.  
OR *Practical Strategies for Technical Communication for Linn-Benton Community College*, second edition. ISBN978-1-319-00336-4 (second edition not available at the LBCC bookstore.)  
*Quick 'n' Dirty Handbook for Writers* by McLagan and Madraso

Instructor: Pam McLagan

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Office SSH210 — Zoom room study session or conferences Wednesdays at 11.

Written communication is the number one predictor of corporate success;  
oral communication is number two.

**Course description:**

To be successful in any career endeavor, we need to be able to communicate well. Technical writing has been called “the art of making the complex simple.” And that is what we are about this term: learning to communicate in such a way that we can be successful in our families, our professions, and our communities.

This course is designed to strengthen written communication for jobs, careers, professions, community endeavors, and other public functions by practicing a number of writing situations and learning to tailor writing to a particular audience and/or situation.

WR227 introduces students to the types of writing they will encounter in business, industry, the academic world, and government. It 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 and employment documents.

**Outcomes:**

When students complete WR227, they should be able to

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level evidence-based technical writing assignments.
2. 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.
3. 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.

4. Locate, evaluate, and integrate high-quality information and opinion appropriate for technical evidence-based assignments.
5. 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.

**Class policies:** This course is designated as a *hybrid*. That means that some content will be delivered in person, and some content will be delivered remotely.

1. We will meet on the LBCC Albany Campus on Mondays at 11 AM. Roll will be taken each day (this is required for all on-campus classes this term.) Please be on time.

We will all be learning how face-to-face classes will work in this new environment, but to start, we will all need to wear face coverings: masks or shields which cover nose and mouth.

2. I will be using Moodle for the remote delivery portion. Assignments will be posted there along with any announcements or updates. Some of your work will be submitted there.

\*\*\*Since this is a course in which we write about our thoughts and ideas  
and practice to be professionals,  
we must each do our part to show respect for and to one another  
and our readers.\*\*\*

**Evaluation** for the course will be based on

1. Class attendance (please contact me via email if you cannot be in class, and I will work with you to keep caught up.)
2. Technical projects worked on independently or with a group and perhaps, peer reviewed through Moodle,
3. Reading notes/reflections as assigned.
4. Moodle submitted assignments. (If you are new to Moodle, I suggest you take the “Student Moodle Practice Course.” Our Moodle coordinator says it should take you 15-30 minutes to complete.

When evaluating student writing, I look specifically for four things:

- ✓**Content**—Is the content appropriate to the assigned task and audience?
- ✓**Organization**—Does the organization contribute to communicating the information?
- ✓**Sentence fluency**: Does the writer use complete sentences? Are the sentences concise and articulate? Does the writer use clear, concise wording?
- ✓**Conventions**: Does the writer follow the conventions/mechanics of standard written English in such a way that even readers whose main language is not English can understand. Has the writer followed the spelling, punctuation, and formatting of Standard written English?

## **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 the 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.

**Late work** will receive a 10% penalty, but each student will receive a "Get out of jail free" card to be used with one late submission or for bonus points at the end of the term. Submitting work in a timely manner is part of being a successful professional.

## **Campus Resources:**

- +**Conferences** with the instructor. Since this course is mostly delivered on-line, most conversations will take place via e-mail. Arrangements can be made for other instances. Starting week 2, I will be available on Wednesdays on Zoom for drop-in appointments during our regular class hour, or we can schedule a private zoom meeting.
- +**Library** (541-917-4638)
- +**Writing helps:** a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more. These have remote service sites.
- +**Writing Center:** Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. Check their web sites for arrangements.
- + **Academic coaching:** Check their site for more information.

## **First Resort**

First Resort is a relatively new service available to all students. The First Resort is LBCC's student support and navigation center for both new and continuing students. "Our staff and student ambassadors support you through all parts of your educational journey, helping you understand and navigate complex college processes. We connect you with academic, financial, career, and personal resources on campus, and most importantly, we listen to what you're really asking. Let's find the way together."

## **Request for Special Needs or Accommodations**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (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](http://linnbenton-advocate.symplicity.com/public-report).

## Proposed Schedule for WR227

Spring term 2020

Specific unit instructions and resources will be available as the term progresses.

Week 1 Unit 1	Intro course – Diagnostic –Professionalism	Read Chapter 1 and pp. 102-105 (2 <sup>nd</sup> - ed.–Chap. 1 & pp 108- 112)
Week 2-3 Unit 2	Assign passage “translation” Ted Talk	Read Chapter 2 Ethics pp 116-119 commas - run ons. Also see Q&D. (2 <sup>nd</sup> ed.–Chap. 2 & pp. 123- 126)
	Peer review Passage	Read Chapter 4 pp. 119-123 pronouns (And Q&D) (2 <sup>nd</sup> ed. Chap. 4 & pp. 126-130)
Week 4-5 Unit 3	Passage Translation due Assign Technical description	pp 123-133 Effective sentences (2 <sup>nd</sup> ed. 130- 140)
	Peer review description Assign Major field project	Chapter 7 formatting (both eds.) Read Report “hand out” (PDF available on Moodle and Instructor website)
Week 6-7-8 Unit 4	Major field project Proposal due	pp 133-143 words and phrases
	Progress report due	pp. 108-116 Paragraphs
	Work on technical report Peer review	
Week 9-10 Unit 5	Report due date TBA Assign Resume/Cover Letter	Read Resume “hand out” (PDF available on Moodle and instructor website)
	Resume/Cover letter due TBA	

This is meant to be an outline of activities and assignments.  
More detail will be posted as needed.

