**WR227 Winter 2019:** Technical Writing and Technical Communication: How to be a Better Communicator

**Instructor Information**

Instructor: Debbie Killingsworth

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**Class information:**

CRN#: 30960

Class#: WR 227-03

Class Time: M/W/F 1:00-1:50

Class Location: NSH 110

WELCOME TO WR227!

Technical communications happen all the time in the workplace and in the world. As writers, we transcribe, produce, translate, and interpret information. This class will give you experience in researching topics and communicating ideas precisely, clearly, and efficiently, an essential skill in technical communication. To view the course objectives for WR227:

<https://www.linnbenton.edu/current-students/student-support/instructional-departments/english/writing/course-outcome-guides/wr227-course-outcome-guide>

The products you will produce for this class will be directly relevant to your career and academic pursuits. The goal of this class is to help you become better communicators.

**As a result of taking WR 227, students will be able to**:

* *Analyze the rhetorical needs* (theneedsoftheiraudienceinrelationshiptotheassignment)forcollege--‐levelevidence--‐basedtechnicalwritingassignments.
* *Apply appropriate levels of critical thinking strategies* (knowledge,comprehension,application,analysis,synthesis,evaluation)intheirwrittenassignments,withanemphasisontechnical,evidence--‐basedanalysis,reporting,application,andevaluation.
* *Implement appropriate rhetorical elements and organization* (executivesummary,introduction,thesis,developmentandresearch--‐basedsupport,visualevidence,conclusion,etc.)intheirwrittenassignments,withanemphasisontechnicalevidence--‐basedanalysis,reporting,andevaluationassignments.
* *Locate, evaluate, and integrate high--‐quality information and opinion* appropriatefortechnicalevidence--‐basedassignments.
* *Craft sentences and paragraphs* thatcommunicatetheirideasclearlyandeffectivelyusingwords,sentencepatterns,andwritingconventionsatahighcollegeleveltomaketheirwritingclear,credible,andprecise.

**Texts:**

*Practical Strategies For Technical Communication at Linn-Benton Community College.* Second Edition. Mike Markel. ISBN 13: 978-1-319-14779-2.

The textbook is available for purchase (new or used) in the LBCC bookstore at both centers and in Albany. The book is also available for short--‐term loan on reserve at the LBCC library, the main campus Writing Center, and at the Learning Center at the Benton Center. It may also be available for brief use at the other satellite campuses.

NOTE about the text: This REQUIRED textbook is an essential part of our class and you will refer to it frequently as you develop and incorporate the book’s content into your writing projects. However, OWNING THE BOOK IS NOT REQUIRED. You may be able to share a text with a classmate, perhaps even sharing the cost.

**Canvas (LMS):**

In this course, you will need to access the course shell in Canvas. You **MUST** self-enroll in the course. You can find the enrollment link by going to my Instructor Website and then going to your WR 227. Please be careful to enroll in the correct class.

Please enter both your first (the name you want to be called) and last names; also use your Linn-Benton email address.

If you forget your password, Canvas is notoriously unhelpful. Recreate a second id on Canvas and inform me so that I can duplicate your grades into your new id.

**Grading Categories**

* Homework 10%
* Audience and Purpose Analysis 5%
* Real-world Applications: Informal Reports 30%
  + Internal Proposal
  + Incident Report
  + Directive
* Real-world Applications: Product 35%
  + Technical Definition
  + Technical Description
  + Instruction Manual
* Real-world Applications: Marketing 25%
  + Newsletter
  + Letter of Inquiry
  + Presentation
  + Sales Letter

The grading scale follows the traditional 90% = A, 80% = B, 70% = C, etc. Assignments will earn points based on:

* quality and organization
* clarity and conciseness
* usefulness of design and graphics
* how it incorporates the course material

**Student Decorum Statement:**

Because college coursework and professional correspondence require focused study and open exchange of ideas, the Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other (whether we agree or not) and to state our positions with clarity and our disagreements with tact.

Standards for academic courtesy apply to group work, on-line interaction, and student-teacher interaction as well.

**Diversity statement**: LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. Our differences are a source of strength and are an important part of education.

**Skills Needed to Be Successful in this Class**

* Technical skills: All of your assignments will require your use (perhaps for the first time) of different software packages, or to use familiar software in unfamiliar ways. We will not learn new software for the class - you are responsible to learn how to use required software.
* Communicating skills: This class is designed to improve your writing and communication skills. You should already have basic skills in writing (from WR 121). You should be willing and able to write at increasingly skillful levels.

**Assignment Submission:**

Please see assignment calendar below

All written submissions (except for any potential in-class writing) will be uploaded to our Canvas class shell by the end of day on the day specified in Canvas. All drafts must follow work-place conventions and standards of professionalism. Please keep a copy of every paper you submit.

**Emailing the instructor:**

If you have questions regarding any assignment, please come to my office hours (see above) or bring up your questions during class time. If you need to inform me of an absence, please follow this protocol:

In your email, put your name, WR227, and the topic of the message in the subject line of the email (for example, Smith WR227 week 1 absence). Also include a brief description of the reason you are writing in the message itself. I may or may not respond to confirm that I have received your email.

If you must email me, please allow 24-36 hours during business days (Monday through Friday) for a response. Messages sent without a signature and with text such as “wht up in class this wk” most likely won’t receive a response; in addition, e-mails without texts in the messages that are sent only with attachments will most likely end up in my spam filter.

**Attendance:**

Attendance will not be taken on a daily basis; however, you must create an easily read name card that your colleagues and I can easily read. You will do this all term.

**Late Work:**

Our classroom standards reflect workplace standards; a due date is a deadline and you don’t miss deadlines without informing your supervisor of your progress on the report in advance. **I will not grade late work unless I have agreed to allow it beforehand.** If a dire situation occurs, and I allow you to turn in an assignment late, your late work will lose 10% automatically and will suffer additional penalties for every 24 hours that accumulates before your paper is turned in. Also, I will not promise to comment on late work. If any late assignments are turned in after Week Nine, I cannot guarantee that I will be able to read them before the end of the term, and the assignment may result in earning zero credit for those assignments.

**Plagiarism:**

Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies

(Works Cited or References) and in-text citations are required whenever you use outside sources, including the Internet. Depending on the severity of the plagiarism, the student may be subject to administrative action. Ask if you are uncertain or have any questions.

**Resources**

The Writing Center: While enrolled in Writing 227, you are encouraged to seek extra help at the

Writing Center located on the second floor of Willamette Hall, in the Learning Resource Center above the Library at the Albany campus, and on the first floor of the Benton Center in Corvallis.

If needed, they will also be able to direct you to the ESOL lab for additional support. Visit their website at https://www.linnbenton.edu/writing-center for hours and information. The Online Writing Lab is also available to submit writing electronically for feedback. Follow the link to the Writing Center homepage. You are encouraged to seek help early in the term. This is a free service to all LB students.

Computer Lab Resources: You may use either LRC 213 or Forum 204 at the Albany campus as a drop-in computer lab whenever classes are not scheduled and space is available.

Library Information: The LBCC library homepage can be found by following the links from:

<http://library.linnbenton.edu/home>. The site provides library hours, an online catalogue, as well as many helpful research databases.

Purdue OWL (Online Writing Lab): While not exclusively, I will be using examples from the

Purdue OWL to ameliorate the material we cover in class. <https://owl.english.purdue.edu/owl/>

**Accessibility:**

Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of an evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC’s Office of Disability Services at (541) 917-4789.

Students who need to talk to somebody can talk directly with me. If you are struggling with personal issues, please know there are people you can turn to: Contact the LBCC Career and

Counseling Center (541) 917-4780.

**Accommodations:**

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, or
* you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact Center for Accessibility Resources, (541) 917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services, (541) 917-4789.

**Incompletes**

If you have completed approximately 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete until you are later able to complete.

**LBCC Non-Discrimination Policy**

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgender, married, single, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. What is more, LBCC sees our differences as a source of strength and an important part of education.

**APPROXIMATE WEEKLY SCHEDULE & THEMES:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Day | Date | Prepare before Class | Turn In (EOD) |
| 1 | M | 1/7 | Syllabus, Introductions |  |
| W | 1/9 | Ch 1: Introduction to Technical Communications |  |
| F | 1/11 | Understanding Why You are Writing:  Ch 4 - Analyzing Your Audience and Purpose | Ch 4 Purpose Exercise |
| 2 | M | 1/14 | Writing for Your Audience:  Ch 4 - Analyzing Your Audience and Purpose | Ch 4 Audience Exercise #1 and #2 |
| W | 1/16 | Understanding Accuracy:  Ch 2 - Understanding Ethical and Legal Obligations | Audience and Purpose Analysis Due |
| F | 1/18 | Understanding Accuracy:  Ch 6 - Writing for Your Reader | Nominalisation Exercise |
| 3 | M | 1/21 | No Class - MLK Jr’s Birthday |  |
| W | 1/23 | Understanding Accuracy:  Ch 5 Researching Your Subject |  |
| F | 1/25 | Real-world Applications:  Ch 7 - Designing Print and Online Documents | Letter of Inquiry |
| 4 | M | 1/28 | Real-world Applications:  Ch 8 - Creating Graphics |  |
| W | 1/30 | Real-world Applications:  Newsletter |  |
| F | 2/1 | Research day |  |
| 5 | M | 2/4 |  |  |
| W | 2/6 | Real-world Applications:  Presentation (PowerPoint, etc) |  |
| F | 2/8 | Research day | Newsletter |
| 6 | M | 2/11 | Presentation Day #1 | Presentation |
| W | 2/13 | Presentation Day #2 | Presentation |
| F | 2/15 | Real-world Applications:  Ch 14 Writing Definitions, Descriptions and Instructions  Description |  |
| 7 | M | 2/18 | No Class - President’s Day | Technical Definition |
| W | 2/20 | Description |  |
| F | 2/22 | Instructions | Technical Description |
| 8 | M | 2/25 | Real-world Applications:  Ch 11 - Writing Proposals | Instruction Manual |
| W | 2/27 | Research Day |  |
| F | 3/1 | Sales Letter | Internal Proposal |
| 9 | M | 3/4 | Workshop | Sales Letter |
| W | 3/6 | Real-world Applications:  Ch 12 - Writing Informational Reports  Directive |  |
| F | 3/8 | Workshop |  |
| 10 | M | 3/11 | Workshop | Directive |
| W | 3/13 | Incident Report |  |
| F | 3/15 | Workshop | Incident Report |
| Final | W | 3/20 | Final 1-2:50 |  |