

## WR 227: Technical Writing

Linn-Benton Community College  
6500 Pacific Blvd. SW  
Albany, OR 97321

### Class Information

**Term:** Fall 2020

**Course CRN and Credit Hours:** 26057, 3 credit hours

**Class/Lab Location and Time:** Online

### Instructor Information

**Instructor:** Adam Karnes

**Email:** karnesa@linnbenton.edu

### Office Hours/Location:

Mon, Fri: 2-3pm

Sat: 11am-noon

Zoom or phone (Use Setmore link on Canvas to schedule)

### Course Text/Materials

*Practical Strategies for Technical Communication at Linn-Benton Community College* by Mike Markel. **All students require access to a computer with a word processor and internet access.**

### Prerequisites

WR121 with a C or higher. Students must also be competent in the use of computers, word processing, and the internet.

### Course Description

WR227 examines technical composition for business, academia, and government, with emphasis on audience awareness, rhetorical elements, analysis, and research.

### Course Objectives

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

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

## Grades

<b><u>Assignment</u></b>	<b><u>Percent of grade</u></b>
Overall Quiz Scores	10%
Overall Participation	15%
Check-in with Adam	(7.5%)
Canvas discussion Posts	(7.5%)
Email Assignment	5%
Proposal	10%
Audience Analysis	10%
Annotated Bibliography	15%
Draft	(5%)
Finished	(10%)
Instructions	10%
Draft	(3%)
Finished	(7%)

Report	25%
Draft	(10%)
Finished	(15%)

### Overall Grade Basis

A=90-100% B=80-89% C=70-79% D=60-69% F=Less than 60%
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### Extra Credit

#### **(3%—one time only)**

Use the LBCC [Online Writing Lab](#) for extra credit. You will need to provide evidence of your writing center usage. Send me a screenshot of the feedback you were given.

### General Class Expectations

#### Time expectations

A three-credit class like this one demands about three hours for the online equivalent of campus class time. In addition, a three-credit course will demand between **6 and 10 hours** of studying *outside* of class each week. (This includes assigned readings, research, papers, and other assignments.)

#### No show policy

Students who do not contact me **in the first week** will be dropped from the course. Completing the email assignment or a post to a Canvas discussion will satisfy this.

#### Incompletes

Only students who have completed **80%** of the course and who are experiencing **unique circumstances** will be considered for an incomplete grade. Any incomplete grade that is granted must be followed up the next term with additional course work.

#### Participation

Because your active participation is crucial for your learning and assessment, **part of the class grade is based on participation**. Your active involvement is especially important in an online class. If you're struggling to stay engaged, please reach out to me.

#### Deadlines and late work

Refer to the schedule for specific weekly and term deadlines.

You are responsible to complete work on time. Be organized and consistent. Start early. Don't wait until the day writing assignments are due. Failure to plan ahead does not

mean you have an emergency. It's your job to coordinate your work schedule, trips out of town, feeling tired, technology problems, etc. If you turn in an assignment late, the score will be reduced according to the following chart.

Number of days late	Reduction
1	5%
2	10%
3	15%
4+	20%

### Rewrites

You are encouraged to resubmit an assignment if you believe you could do better work. I will consider changing the grade if I believe the rewrite is a *significant improvement*.

**Any rewrites must be submitted by 12/9.**

### Technology

Please have a contingency plan in case your computer stops working. A smartphone or tablet should be adequate, but isn't ideal. **Save your work.** I strongly recommend that you back up your work in more than one place. For example, consider saving to a hard drive and to the internet (Dropbox, Google Drive, etc.).

*If you lack access to technology, please email me confidentially.* The school might be able to help.

### Writing format

All written assignments must be submitted electronically on Canvas. (If Canvas isn't working, send via email.)

### Recurrent activities

- **Readings**—Do not get behind on the weekly readings. The material in the textbook informs your assignment activities. If you don't read the text, you won't know what to do.
- **Quizzes**—The quizzes are not difficult, but they are a significant percentage of your grade to keep you doing the readings.
- **Participation**—Engage with me and your peers on a weekly basis. Meeting with me virtually and posting on the Canvas discussions will keep you focused and motivated, as well as contribute to your grade.
- **Assignments**—You have a major assignment due every week. Plan ahead and stay on track. If you miss an assignment, don't give up! You can still pass the class.

## Schedule

	<b>Due Saturday</b> (complete by 11:59pm)
<b>Week 1</b> 9/27-10/3	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 1 (Introduction to Technical Communication) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Email Assignment
<b>Week 2</b> 10/4-10/10	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 6 (Writing for Your Readers) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Analyzing Technical Writing
<b>Week 3</b> 10/11-10/17	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 4 (Audience and Purpose) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Audience Analysis
<b>Week 4</b> 10/18-10/24	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 11 (Proposals) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Proposal
<b>Week 5</b> 10/25-10/31	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 5 (Researching) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Annotated Bibliography Draft

<b>Week 6</b> 11/1-11/7	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 7 (Print and Online Documents), Appendix A (skim and review your preferred style: APA, MLA, or IEEE) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Finished Annotated Bibliography
<b>Week 7</b> 11/8-11/14	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 14 (Instructions) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Instructions Draft
<b>Week 8</b> 11/15-11/21	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 2 (Ethical and Legal Obligations) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Instructions
<b>Week 9</b> 11/22-11/28	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , chap. 12 (Informational Reports) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Report Draft
<b>Week 10</b> 11/29-12/5	<b>Read</b> <input type="checkbox"/> <i>Practical Strategies</i> , Appendix B (review proofreading) <b>Quiz</b> <input type="checkbox"/> <b>Canvas discussion</b> <input type="checkbox"/> <b>Write</b> <input type="checkbox"/> Finished Report
<b>Week 11 (Finals Week)</b> 12/6- 12/12	<b>Wednesday 12/9 by 11:59pm</b> <input type="checkbox"/> Optional revisions due

**The instructor reserves the right to make changes to the schedule. Any changes made will not result in assignments being due sooner than listed in the original syllabus.**

**Accommodations:** If you have a documented disability, please contact me during the first week so that we can make arrangements. **Disability Services** can also help you if you suspect that you have a disability. Visit their page for more information:  
<https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/student-right-to-know/diversity-disability-accommodations-inclusiveness>

**Inclusivity:** LLBC welcomes students from all backgrounds and does not discriminate. Please contact me if you feel that I or anyone else at school has treated you inappropriately. Visit the **Diversity Achievement Center's** page here:  
<https://www.linnbenton.edu/current-students/involvement/institutional-equity-and-student-engagement/diversity-achievement-center>

**COVID-19:** If you have questions related to LBCC and COVID-19, [this FAQs page](#) is helpful.