**WR 227: Technical Writing**

**Winter 2022**

CRN: 30302: (online)

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| **Course Information** |
| **Instructor** | Damien Weaverweaverd@linnbenton.eduOffice hours: Th 4:00-5:30 pmDespite the challenges we continue to face as a result of the Covid-19 pandemic, I am committed to delivering a consistent, inclusive, and quality online learning experience this term. Our class will communicate through the Canvas website. Announcements and emails are archived there and can be automatically forwarded to your LBCC email. Check and adjust your Canvas notifications setting under Account -> Notifications to ensure forwarding is set up.My office hours this term will be held remotely on Thursdays 4:00-5:30 pm. During this time, I will prioritize responding to any emails I receive from students, and may also be available for real-time conferencing via Zoom or a similar software platform. I welcome appointments outside of my regular office hours, too. Please email to set up a time that works for both of us.  |
| **Course Overview**  | WR227 introduces you to the types of writing you encounter in business, industry, the academic world, and government. It examines the rhetorical nature of writing and asks you to think critically about content, audience, argument, and structure. Students will learn how to effectively present instructions, design documents, create proposals, and produce technical reports. Prerequisite: WR 121 English Composition. |
| **Course Learning Outcomes** | Upon completion of this course, students should be able to achieve the following outcomes:1. Create documents designed to help readers make decisions and solve practical, real-world problems.
2. Evaluate and adapt to different technical and workplace writing situations by analyzing audience, context, stakes, and the writer’s role.
3. Demonstrate mastery of technical and workplace writing conventions including clean and clear design, style, and layout of print and web communications.
4. Find and integrate research in written documents clearly, concisely, and logically; credit the source as appropriate.
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| **Required Texts****Required Resources & Materials** | *Practical Strategies for Technical Communication* by Mike Markel* Internet and Canvas access to complete assignments.
* Access to a word processing program such as Microsoft Word: While Google Docs is a robust and useful tool, it can be difficult to properly format documents on that platform. Microsoft Word is much easier and it is available for free to teachers and students. Click [here](https://www.microsoft.com/en-us/education/students/default.aspx) for details.
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| **Coursework and Grading** |
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| Quizzes and Homework | **10%** |
| Assignment 1: Writing Process Email | **10%** |
| Assignment 2: Ethics Memo  | **10%** |
| Assignment 3: Adjusting for Audience | **5%** |
| Assignment 4: Adjusting for Purpose | **5%** |
| Assignment 5: Infographic Essay | **10%** |
| Assignment 6: Technical Description | **10%** |
| Assignment 7: Technical Instructions | **10%** |
| Final Technical Report: This is a major research and writing project that you will work on during the last four weeks of the term. | **20%** |
| Participation/Peer Review | **10%** |

Note: Full descriptions of each assignment can be found on Canvas. |
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| **Course Policies** |
| **Attendance** | You should be logging on to Canvas at least twice per week to maintain sufficient engagement with the course. |
| **Late Work****Classroom Environment**[Pertains to the Virtual Space as well]  | Deadlines are crucial for writers. Thus:* For weekly writing assignments, the standard grade penalty for late work is **10 points per day** up to a maximum of five days. Work submitted more than five days late may not be eligible for a grade.
* Deadline extensions are possible in extenuating circumstances, such as serious illness. Please contact me in advance if you foresee missing an assignment deadline.
* NOTE: Circumstances which generally do not warrant a deadline extension include: technological issues at the last minute (having reliable technology is a requirement of the course), forgetting that the assignment was due, being busy with assignments for other classes (effective time management is a crucial skill to cultivate).
* Late submissions of rough drafts may also result in losing credit for peer review workshops (when applicable).
* The Final Technical Report cannot be submitted late.

The ability for each student to learn is affected by the contributions and behaviors of every other student. Please show respect to your instructor, to your classmates, and to the process of learning as a whole. During discussions, allow others time to talk, try not to interrupt, and above all refrain from rude, offensive, or belittling comments. Remember, we critique writing and ideas, not people. No deliberate derision of your peers or myself will be tolerated. This includes, but is not limited to, offensive speech regarding one’s nationality, race, sex, gender identity, sexual orientation, socioeconomic status, or disability. When others are talking, pay attention to their comments and do not do anything that will distract yourself or others, including playing with your cell phone or other electronic devices.  |
| **Academic Honesty****E-Handbooks** | All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Failure to do so constitutes plagiarism, a serious academic offense. In cases where plagiarism or other academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice in composition courses. Please contact me if you have any questions about your use of sources.The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:*Purdue OWL* ([https://owl.english.purdue.edu/owl/)](https://owl.english.purdue.edu/owl/%29)*UNC Writing Center* Handouts([([https://writingcenter.unc.edu/tips-and-tools/)](https://writingcenter.unc.edu/tips-and-tools/%29))](http://writingcenter.unc.edu/handouts/%29)*Writing for Success* (<http://open.lib.umn.edu/writingforsuccess>/)NOTE: May not reflect the most recent MLA edition (8th). Refer to *Purdue OWL* for citation information.  |
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**INSTITUTIONAL POLICIES & RESOURCES**

**WRITING RESOURCES**

**LBCC Writing Center**

From initial ideas to final drafts, the LBCC Writing Center, located in the Learning Annex, can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. For more information, visit the Writing Zone website at

**SCHOOL POLICIES**

**Disability Services**
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, 917-4789. [Here is a lot more useful information about Disability Services and LBCC's disability policies.](http://www.linnbenton.edu/go/disability-services)

**LBCC Non-Discrimination Policy**
Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, atheist, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. [For the official nondiscrimination policy click here.](http://www.linnbenton.edu/go/about-lbcc/policies/equal-opportunity)     What is more, LBCC sees our differences as a source of strength and an important part of education. [Click here to see what the LBCC board has to say about diversity.](http://po.linnbenton.edu/BPsandARs/1015%20-%20Nondiscrimination%20Policy.pdf)

**Official Course Outcomes from LBCC Course Catalog:**

Upon successful completion of this course, students will be able to:

● 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.